

The Influence of New Students' Motivation in Choosing an Economic Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit

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Abstract

This research aims to determine the motivation of new students in choosing the economics education study program at the teaching and educational sciences faculty, Muhammadiyah University of Sampit. This research is research ex post facto which is research revealing facts based on measuring symptoms that already existed in respondents before this research was conducted. In this research, respondents were determined using the method Purposive Sampling. The respondent criteria used are as: (1) the respondent is a student of the 2024 FKIP UMSA economics follows education study program, (2) the respondent has completed the KRS for semester 1. With this method, 3 respondents were obtained and 1 informant as reinforcement data validity. The data collection technique used was oral interviews. Next, the data is processed by: (a) reducing the data, (b) presenting the data and (c) drawing conclusions. The results of this research show that the motivation of new students in choosing an economics education study program consists of internal and external motivation. Internal motivation is due to intuition/feelings covering 1 person and external motivation is due to broad job prospects as many as 2 people.

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1. INTRODUCTION

Sampit Muhammadiyah University, is a private university in Central Kalimantan which offers various study programs, one of which is Economic Education at the Faculty of Teacher Training and Education. For high school/equivalent graduates who wish to continue in the field of education, this study program is one option.

Choosing a suitable college and major/study program is not an easy thing. Lack of information and lack of understanding of interests or talents are often the cause of various problems and regrets later in life. Some of these are the quality of universities or study programs that do not meet expectations, difficulty attending lectures due to lack of interest in the chosen field, and the inability to complete studies which leads to dropping out (DO) (Amaliya, 2019).

New students who decide to enter the Economics Education study program should have a strong desire to become professional economics teachers. Not only must they have interests and talents that match the demands of the teaching profession, but they must also be aware of the career prospects they will follow after graduating. However, the facts show that not all new students who enroll in the Economic Education study program are motivated. Some may do it for other reasons, such as parents, friends, or thinking that this course of study is easier.

Motivation is an urge that arises within a person. According to James O. Whittar, he provides a general understanding of the term "motivation" in the field of psychology. He states that

motivation is a condition that activates conditions or provides encouragement to creatures to act to achieve the goals generated by that motivation (Siregar, 2020).

The motivation of new students in choosing the Economic Education study program at FKIP Muhammadiyah University of Sampit is based on several factors. These factors can come from within the student (internal) or from outside (external). Insufficient understanding of the study program, the influence of the social environment, and practical considerations such as costs and job opportunities can be the cause of students choosing this study program without strong motivation. It is clear that this is an issue that must be considered because it can affect the quality of economics teachers that will be produced. Therefore, it is important to conduct research on what influences new students' desire to enter the Economic Education study program. This was done to find ways to improve the quality of economics teachers in the future.

2. METHOD

The purpose of this research is to find the causes of current consequences or events that have occurred. To achieve this goal, the approach that will be used in this research is qualitative. This is because researchers intend to understand social situations in depth, find patterns, hypotheses and theories (Hardani, 2020). This research is a type of descriptive research. The purpose of descriptive research is to objectively describe or describe a situation. This research involved new students from the Economic Education Study Program, FKIP Sampit Muhammadiyah University in the 2023/2024 academic year. The research subjects consisted of 3 students, selected based on the criteria for the 2023/2024 academic year. The research method used was an interview containing a statement about the reasons why new students at Muhammadiyah University of Sampit chose the Economic Education Study Program.

Every research activity must follow a gradual process. Creswell (2008) describes the stages in qualitative research as follows: (1) Problem identification, namely the researcher's first step in determining research targets by focusing on the issue or phenomenon to be studied. (2) Literature review, where the researcher searches various literature or reading sources that are relevant to the phenomenon being studied to find novelty or superiority of the research compared to previous research. (3) Determine the research objectives, namely identifying the main aim or objectives of the research being conducted. (4) Data collection, by selecting appropriate objects or participants so that they can actively contribute to research. (5) Data analysis and interpretation, where the data obtained is processed and interpreted to produce new ideas or theories. (6) Reporting, namely compiling research results in descriptive form that presents a detailed picture, so that readers can feel as if they are involved in the research (Sugiarto, 2015).

Qualitative research is also called naturalistic research, phenomenological methods, impressionistic methods, and post-positivist methods. The characteristics of this type of research are as follows: (1) Using an inductive thinking pattern (empirical-rational or bottom up). (2) Qualitative methods are often used to produce grounded theories, namely theories that arise from data rather than from hypotheses as in quantitative methods. The emic/participant perspective is highly prioritized and highly valued. Much research interest is focused on perception and meaning according to angles

Data collection in qualitative research requires special attention because the quality of research is very dependent on the quality and completeness of the data obtained. Qualitative research generally relies on data triangulation, involving three main methods: interviews, participant observation, and document analysis. According to Seidman in Fadli, interviews aim to record opinions, feelings, emotions and other aspects related to individuals in the organization. Through interviews, researchers can obtain more information to understand social and cultural situations through the language and expressions of respondents, as well as clarify things that are unclear. At this initial stage, the researcher describes what was seen, heard, felt and asked, even if only in outline (Fadli, 2021).

The next stage is data reduction, where researchers sort and select data from the initial stage, with a focus on certain problems. Data that is considered interesting, important and relevant will

be grouped to become the focus of the research. Then, at the data presentation stage, the researcher presents the summarized data in a more structured form, such as a narrative description. In-depth analysis at this stage allows researchers to discover new themes or topics by reconstructing data into new knowledge or hypotheses.

The credibility of qualitative research results can be ensured through various strategies, such as (1) data triangulation; which involves the use of various data sources, theories, analytical techniques, as well as the participation of several researchers. (2) Member checking; This is done by confronting the results of the interview with participants again for correction or reinforcement. (3) Auditing; involving external parties to evaluate the research, ensuring the results are appropriate to field conditions, logical, and increasing the credibility of the research. This strategy helps maintain the validity and accuracy of research results (Fadli, 2021).

In this research, we involved 3 new students in the 1st semester of the Sampit Muhammadiyah University economics education study program as respondents and 1 new student in the 1st semester of the economics education study program as informants who were close friends of the respondents.

3. RESULTS AND DISCUSSION

This research aims to find out what the motivations of new students are for choosing the FKIP economics education study program at Sampit Muhammadiyah University. This motivation is the underlying thing for students to choose an economics education study program. Smith and Sarason in Muhammad provide that the definition of motivation comes from the Latin word *move* which means encouragement or movement, thus motivation is defined as the driving force within a person to carry out activities to achieve a goal (Muhammad, 2016). So, motivation here is the behavior that directs students to choose an economics education study program.

Based on the data that has been collected, the reason the majority of respondents are interested in economic education study programs is because economic education study programs have broader job prospects. According to respondents, job prospects in the field of economic education are not only as lecturers or teachers but also include many professions such as entrepreneurs, office workers and bank employees. Based on the results of interviews, respondents did not make the economics education study program a priority. The respondent with the initials NDA placed the economics education study program as his second choice and placed the first choice as the PGSD major, and the respondent with the initials EG placed the information systems major as his first choice.

The motivation for choosing an economics education study program was of their own accord (internal motivation) for 1 person and external motivation in the form of broad job prospects and support from their family for 2 people. The respondent with the initials AN explained that the respondent chose the economics education study program because of his own will, namely because he followed intuition, the rest of the students chose the economics education study program because of external factors, namely because of the broad job prospects of the economics education study program. The reasons why respondents finally chose the economic education study program were (1) following the intuition (heart) of 1 person and, (2) because of the broad job prospects of the economic education study program of 2 people.

Based on this statement, it can be seen that the majority of respondents chose economic education study programs based on external factors, namely job prospects, family and environment. Respondents who followed intuition explained that they had an interest and had been interested in economics since high school. According to Abror and Hurlock in Setiaji (2015), interest contains elements: cognition (knowing), emotion (feeling), and conation (will). Therefore, interest is considered a conscious response because otherwise interest would have no meaning for someone (Setiaji, 2015). Meanwhile, respondents who were based on job prospects said that respondents were interested in the economics education study program because of the various job prospects they could get when they graduated (interested because of the goal indicator, namely wanting to be an entrepreneur and work in a bank).

The way respondents looked for information about economic education study programs was by asking 1 friend/relative, 1 person through campus promotions at the respondent's high school and 1 person through family members who are also students at Sampit Muhammadiyah University.

Another factor that was taken into consideration by respondents in choosing to study at Sampit Muhammadiyah University was because the campus location was quite close to home for 2 people and other factors such as not being accepted at another campus for 1 person. The aim of the respondents in choosing a major in economic education is that they want to become a teacher or lecturer. 1 student who majors in education is a student who is interested in becoming a teacher, 1 person wants to become an entrepreneur and 1 person wants to work in a bank or office (Astuti, 2019).

To strengthen the validity of the data obtained from the main interview, the researcher carried out triangulation by interviewing an informant who was a close friend of the respondent. TKN, who is a close friend of the respondent and also a classmate of the respondent, revealed that the views expressed by the three respondents regarding the motivation for choosing the Economic Education Study Program were in line with the information provided by the main respondent. TKN revealed that he knew the three respondents from the start of their studies at Muhammadiyah Sampit University, this made TKN understand the respondents' motivations for choosing the economics education study program. This supports data consistency and enriches understanding of the context studied.

Motivation is behavior that directs someone to choose an economics education study program. Motivation is a change in energy within a person which is characterized by the drive that comes from within a person to achieve goals (Muhammad, 2016). Motivation comes from the word motive which means encouragement, stimulation, or driving force within a person. Motivation can be defined as a person's strength (energy) which can give rise to a level of persistence and enthusiasm in carrying out an activity, whether originating from within the individual himself or from outside the individual. How strong an individual's motivation is will determine a lot of the quality of behavior he displays, both in the context of studying, working and in other areas of life (Herwati, 2023).

According to Malone in Aini, there are two forms of motivation, divided into two forms, including intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that is not based on external stimulation because it already exists within the individual, namely according to needs, while extrinsic motivation is based on external stimulation (Aini, 2015). Prihartanta explained that motivation is a form of effort that can cause a person or certain group of people to be moved to do something because they want to achieve the desired goal or get satisfaction from their actions. Motivation plays a strategic role in a person's learning activities. No one learns without motivation and if there is no motivation it means there are no learning activities (Prihartanta, 2015). Prihartanta also believes that student learning motivation is analogous to fuel to drive the learning motivation engine, encouraging students to behave actively in achieving, but if motivation is too strong it can actually have a negative influence on the effectiveness of learning efforts, because it takes a period of time to implement how this motivation theory can be applied. in everyday life, especially in terms of education. Apart from that, there are various reasons and motivations that influence a person in making choices in various scientific disciplines. Susilowati and Pratiwi (2018) in Syafril (2021) state that learning something without being based on internal motivation, and without the support of talents, interests and abilities, can trigger unpleasant emotions. For example, students choose study programs based on encouragement from their parents, following friends, or simply to avoid not continuing their education to higher education (Syafril, 2021). Motivation is often based on interest. Interest is a persistent tendency in a subject to feel interested in a particular field or thing and feel happy to be involved in that field. Interest is one of the important factors that encourages someone to do something enthusiastically and passionately. When someone has an interest in a field or activity, they tend to have a strong intrinsic motivation to maintain it. According to Rustika (2012) in Aini, one of the internal factors

that influences interest is feelings of ability, which is known as self-efficacy. Self-efficacy is a person's belief in his ability to carry out certain tasks in order to achieve success. Self-efficacy has an important role in life, because with high self-efficacy, a person can discover potential within himself and develop that potential optimally (Nur Aini, 2018).

Motivation is a very important thing in education, especially the educational process because without motivation students will not be able to achieve the desired learning outcomes. Based on the results of respondents' responses, respondents said that their motivation in choosing an economics education study program was due to 1 person's internal motivation and 2 people's external motivation. The respondent's internal motivation is based on intuition and external motivation, namely because the job prospects of the economic education study program are as wide as possible.

The results of previous research conducted by Musfiana (2018:19) show that the reasons why students choose to major in economics include personal desires, encouragement from parents, interests, and suggestions from teachers. Meanwhile, in the current research, differences were found in motivational factors, namely interest and learning experience, job prospects, and good personal potential in the economic field, which were not found in Musfiana et al.'s (2018) research (Musfiana, 2018).

4. CONCLUSION

Based on the data that has been collected, a conclusion can be obtained, namely that student motivation for choosing an economics education study program consists of two, namely internal and external motivation. 1 person's internal motivation is due to intuition or will from within oneself. The external motivation which includes as many as 2 people is due to the broad job prospects in the economics education study program.

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