

Analysis of the Motivation of Islamic Studies Students in Choosing Student Activity Units

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Abstract

College is not only a place to gain academic knowledge but also an environment that offers various opportunities for students' personal and social development. One form of extracurricular activity that is the focus of this research is the Student Activity Unit. This research aims to find out what the real motivation is for Islamic Studies students at universities who choose the Student Activity Unit. This research uses a qualitative method with a case study approach (case study design). The data source was taken from ten informants through in-depth interviews who were selected using purposive sampling techniques, all informants were active students of Islamic Studies at universities who chose Student Activity Units for the 2018, 2019 and 2020 entry years. All interview results were then analyzed thematically using the software Nvivo Qualitative Analysis 10. Overall the results of the analysis show that there are five motivations for Islamic Studies students in choosing Student Activity Units. The five motivations are: i) self-desire, ii) increasing knowledge, iii) seeking experience, iv) expanding relationships and v) hobby. The results of this research can be used as initial data for future researchers in studying this problem in different contexts and issues.

INTRODUCTION

Discussions about self-motivation are always interesting to discuss because they are directly related to every human personality. Psychologists, such as Zohar & Marshall, (2004); Buckledee, (2008); Goleman et al., (2013); Andjarwati, (2015); Ryan et al., (2021) is a psychologist who has discussed research on self-motivation. Among these self-motivation studies, for example, the relationship between motivation and a person's work ethic or work results, in the educational context there are also various studies such as the relationship between motivation and the enthusiasm or learning outcomes of students, as well as various other themes of self-motivation studies.

Chisnall, (2005) believes that motivation is a moving force that exists within a person, with this force, it will encourage a person to do something. Motivation can also be interpreted as an internal condition that awakens a person to action, encourages people to achieve certain goals, and keeps a person interested in the activities they have chosen (Drigas & Mitsea, 2021; Sheldon, 2020).

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Meanwhile, Ryan et al., (2021) argue that motivation is encouragement that comes from internal and external within a person so that it can be seen in the presence of desire, interest, encouragement, needs, hopes, ideals, appreciation and also respect. (Rahman et al., 2018; Paais & Pattiruhu, 2020; Mutathahirin et al., 2022) explain that motivation is the encouragement or cause for someone to carry out an activity to achieve a certain goal. Based on the opinions of the experts stated above, in general motivation is a situation or condition that encourages, stimulates, or moves a person to do something or activities to achieve certain goals, this encouragement can arise from within a person, influenced by circumstances. outside or surrounding the environment.

There are various reasons and motivations for someone to choose various fields of scientific discipline (Duha, 2022). According to Susilowati & Pratiwi, (2019), studying something that is not based on motivational impulses that come from within, nor is it supported by talents, interests and abilities will have an impact on unpleasant emotions. For example, a student who chooses the Student Activity Unit on his own accord is looking for knowledge or perhaps just to join in (Bukhari et al., 2023). In fact, according to research by Zhao et al., (2022), the impact of a person's low motivation in learning results in a decrease in academic achievement. If this condition continues, it will result in a lower quality of graduates from an educational institution. Of course, it will also have an impact on a person's low competitiveness in the world of work (Trivedi & Bharucha, 2023).

Regarding the issue that the author raises in this research, it is known that in the world of education students are not only required or directed to education, but also to take part in Student Activity Units on collage (Muslim et al., 2012). A student's self-development can be obtained through meetings in lectures, socialization with peers and also through organizations on collage and outside collage (Hartono, 2019). This means that the Student Activity Unit for each student can be used as a place for self-development and will determine how they live their life on collage, even in relation to their career after graduating from college (Rohali & Wahab, 2019). Therefore, according to the author, the role of motivation in choosing a Student Activity Unit is very important for participating in the Student Activity Unit, so studies relating to the background and motivation of Islamic Studies students in choosing the Student Activity Unit that they undertake are necessary discussed and researched.

METHODS

This research uses a qualitative method with a case study approach (Putri et al., 2022; Febriani et al., 2023; Japeri et al., 2023). The data source was taken from ten informants through in-depth interviews who were selected using a purposive sampling technique. The informants selected had met four criteria, namely understanding the problem under study well, still being active in the field being researched, having time to provide information to researchers, and providing information according to the facts that occur in the field (Anwar et al., 2017; Ramli et al., 2017; Engkizar et al., 2018). To fulfill the criteria for being an informant, all informants are active students who chose the Student Activity Unit for the 2018, 2019 and 2020 entry years. After the interviews were completed with all informants, a transcription process was carried out, then the writer took the themes. Appropriate to research needs. The author carried out this analysis process using the qualitative analysis software NVivo 10. According to Vinet & Zhedanov, (2011); Syafril & Yaumas, (2017); Roberts et al., (2019); Eriyanti et al., (2020); Maputra et al., (2020) thematic analysis with NVivo software is an effective way for a researcher to analyze interview results so that they can be seen in detail and in-depth.

RESULT AND DISCUSSION

Based on the results of interviews conducted with ten informants, the results of the analysis clearly found that there were five important themes related to what actually motivated Islamic Studies students to choose the Student Activity Unit. These five themes can be seen in Figure 1.

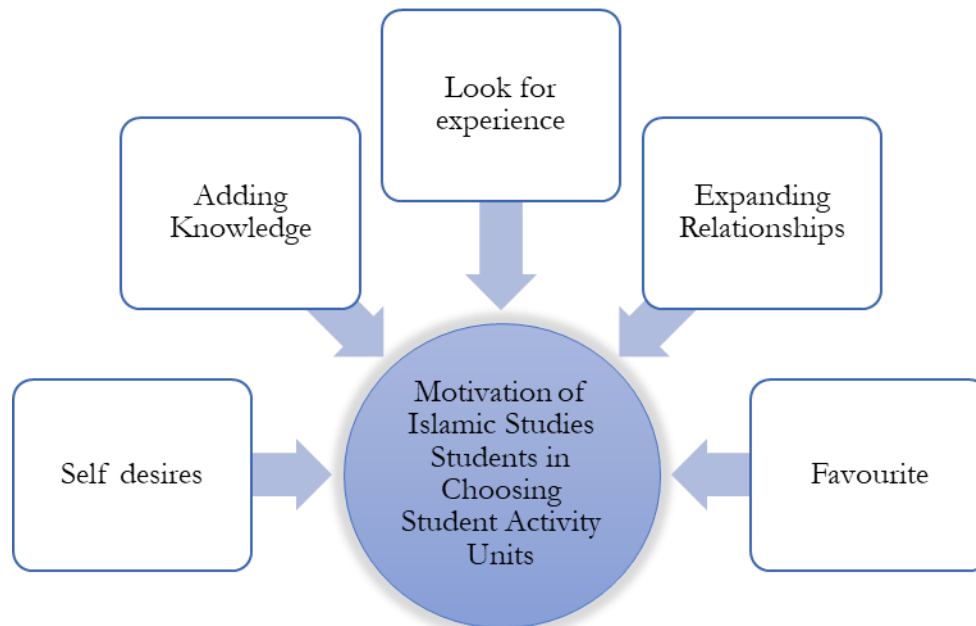


Fig 1. Motivation of Islamic Studies Students in Choosing Student Activity Units

Based on Figure 1, the author can explain that after holding in-depth interviews with informants, there are five motivations for Islamic Studies students to choose the Student Activity Unit, the five themes are i) self-desire, ii) increasing knowledge, iii) seeking experience, iv) expanding relationships, v) passion. To make it more interesting, below the author will describe quotes from interviews with informants based on the five themes as explained above. The description of the interview that the author will display is a quote from a short statement from the informant when the interview was conducted. Even though the interview quotations were conveyed by informants in slightly different languages, they actually have the same aim and meaning.

First namely their own desires, according to informants, one of their motivations for choosing the Student Activity Unit was because it came from their own will, some informants even wanted to join the Student Activity Unit before entering the world of higher education. This theme was conveyed by informants as excerpts from the below:

... My motivation is because of my own desire to take part in the Student Activity Unit, (I-1), ... I really want to join the Student Activity Unit because I want to improve myself (I-2).

Second namely increasing knowledge, according to informants increasing knowledge was among their motivations for choosing the Student Activity Unit. Informants also stated that at first, they were not interested, but after an explanation of the knowledge they would gain by participating in the Student Activity Unit, they were interested and made the choice to enter the Student Activity Unit. This theme was conveyed by informants as excerpts from the below:

... I joined the UKK Student Activity Unit because I wanted to study Islam...(I-1), ... because I want to help preach on collage with the knowledge I have gained (I-5), ... to increase knowledge...(I-6), ... One of my motivations is to increase my knowledge (I-10)

Third namely seeking experience, this theme is actually interesting because the informant has chosen a Student Activity Unit and decided to seek experience in that Student Activity Unit. According to the author, experience is one of the important things that we must adapt to ourselves, meaning that the choice of Student Activity Unit taken by the student concerned is his goal and desire to meet his future. This theme was conveyed by informants as excerpts from the below:

... from the start, I had decided to choose the Paskibra Student Activity Unit because I wanted to try a new organization (I-2), ... To find an experience (I-6), ...The Exclusive Student Body is a forum for us to know developments so that we can defend society with the rights that a student has (I-7).

Fourth namely expanding relationships, according to informants currently expanding relationships has a great opportunity to get a job in the world of work, especially as the Student Activity Unit we choose really determines our social environment. This theme was conveyed by informants as excerpts from the below:

... I took part in the Student Activity Unit Spirituality Activity Unit to increase my relationships (I-1), ... I want to expand my relationships and make new friends (I-3), ... to add to the relationship (I-6), ...I see that by joining the Exclusive Student Body, relations will increase (I-10).

Fifth namely hobbies, as it is known that Student Activity Units which provide very complete facilities are usually only available in universities for students. According to informants, with the existence of a Student Activity Unit, students' hobbies can be channeled very well. Hard work. This theme was conveyed by informants as excerpts from the below :

... because of hobbies, interests and interest in organizations related to sports (I-4), ... I want to continue my scouting since I was in junior high school (I-9).

As the author has previously discussed, motivation does not only appear after someone enters the world of learning, but motivation appears when someone determines their choice to carry out and pursue an activity because this choice will determine what their career and future will be like in the future. As stated by Rohmadhana et al., (2022), a person will have high learning motivation if they realize and understand the goals they will achieve in the future. This means that the motivation aspect appears before someone does the work they are going to do.

Regarding the motivation of Islamic Studies students in choosing the Student Activity Unit , the results of this research actually found five important themes that actually underlie students choosing the Student Activity Unit. To make it more interesting, the author will discuss the five research findings based on theory, expert opinion and the results of previous research which discussed this problem in more or less the same context and issues.

First is one's own desires, if analyzed, the first motivation is the key for someone to pursue any job or profession (Sunhaji, 2016). According to several previous studies such as Hashemian & Heidari, (2013); Daniela, (2015) concluded that students who have high self-motivation in undergoing their education have shown better results in aspects of grades and academic achievement in higher education. Wang, (2021) students who have high self-motivation in pursuing their education are proven to adapt more quickly, try to learn independently and can complete their studies more on time. Meanwhile, Daniela, (2015) found that there is a significant relationship between self-motivation and a person's educational success, and this will even have an impact on motivation to find the right job according to the diploma they have obtained.

Based on the research results above, it is increasingly clear that aspects of self-motivation, such as one's own desire to pursue a field of work, have proven to have a huge impact on an individual both while carrying out the profession and after

completing it. The findings of the first theme in this research are supported by the results of Nyanyofio et al., (2022) which concluded that a student's motivation in choosing a profession greatly influences their learning achievements. Meanwhile, Haristi et al., (2015); Ruswandi, (2019) stated that most students who take professions in higher education are motivated by self-motivation, such as the prospect of the chosen profession having great opportunities in the future.

Second is to increase knowledge, increasing knowledge is one of the motivations for choosing a Student Activity Unit (Lestari & Nurman, 2019). According to Ratno, (2016); Kamelia, (2019); Lestari & Nurman, (2019); Allred & Cena, (2020); Faridi et al., (2021) one of the motivations for students in choosing a Student Activity Unit is because it can increase their knowledge. After an explanation of the knowledge that would be gained by participating in the Student Activity Unit, students became interested and made the choice to enter the Student Activity Unit (Kurnia, 2020).

Third is seeking experience, this theme is actually interesting because students have chosen a Student Activity Unit and decided to seek experience in that Student Activity Unit (Juuti et al., 2021). Experience is one of the important things that we must adapt to ourselves (Brock, 2011). This means that experience must be relevant in choosing a Student Activity Unit because it aims and desires to meet its future (Fahmi & Ali, 2022).

Fourth is expanding relationships, expanding relationships has a great opportunity to get a job in the world of work, especially as the Student Activity Unit we choose really determines our social environment on collage (Khymynets et al., 2021). According to Junco et al., (2011); Novita & Putra, (2021) students' motivation in choosing an organization or Student Activity Unit is because it can expand their relationships socially on college.

Fifth is a hobby, the Student Activity Unit is a gathering place for students who channel their passion, creativity and activity orientation (Ulaan et al., 2020). As is known, the Student Activity Unit really facilitates student activities in higher education, with the existence of the Student Activity Unit, students' passion can be channeled very well and this is one of the motivations for students in choosing a Student Activity Unit (Prasojo & Setyowati, 2014).

CONCLUSION

This research has succeeded in uncovering five motivations for Islamic Studies students in choosing Student Activity Units in higher education. This motivation involves intrinsic factors such as self-development, extrinsic factors such as social support, and career motivation related to developing skills relevant to Islamic Studies. In fact, for students who choose the Student Activity Unit, motivation is very important, because the Student Activity Unit has a big responsibility in forming student character and personality which is not found in any other course. At least this research can be used as a basis and reference for future researchers to research this problem in different contexts and issues.

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