

**ANALYZING STUDENT MOTIVATIONS FOR SELECTING PGMI  
AS THEIR MAJOR**

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*Received 19 July 2024, Accepted 14 December 2024, Published 24 December 2024*

**Abstract**

This study examines the motivations behind students' choices to pursue a major in Primary Islamic Education Teacher Training (PGMI) at the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry Banda Aceh. PGMI aims to prepare graduates with competencies in foundational Islamic education and child development, equipping them to be creative, productive, and independent educators. Given the varied internal and external motivations influencing student decisions, understanding these motivations is essential, as they play a crucial role in academic success and career satisfaction. Accurate choice of major can significantly impact student achievement and future opportunities, while an inappropriate choice may hinder career potential. Employing a quantitative, descriptive-exploratory approach, this study seeks to answer the question, "What motivates students to choose PGMI as their major?" Participants included PGMI students from the 2019 cohort at UIN Ar-Raniry Banda Aceh. Data collection involved questionnaires and observations, with results analyzed through descriptive statistics. Findings revealed two primary motivational factors influencing students' choice of PGMI: (1) a strong aspiration to become teachers and (2) respect for parental expectations. This research contributes insights into student motivation, supporting universities in aligning programs with student interests and career goals.

**Keywords:** Student Motivation, Madrasah Ibtidaiyah Teacher Education, PGMI, Major Selection, Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry, Career Motivation

### **Abstrak**

Penelitian ini mengkaji tentang motivasi yang melatarbelakangi pilihan mahasiswa untuk mengambil jurusan Keguruan Pendidikan Islam Dasar (PGMI) di Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh. PGMI bertujuan untuk mempersiapkan lulusan yang memiliki kompetensi dasar pendidikan Islam dan tumbuh kembang anak, membekali mereka menjadi pendidik yang kreatif, produktif, dan mandiri. Mengingat beragamnya motivasi internal dan eksternal yang mempengaruhi keputusan siswa, memahami motivasi ini sangatlah penting, karena motivasi tersebut memainkan peran penting dalam keberhasilan akademik dan kepuasan karir. Pilihan jurusan yang akurat dapat berdampak signifikan terhadap prestasi siswa dan peluang masa depan, sementara pilihan yang tidak tepat dapat menghambat potensi karir. Dengan menggunakan pendekatan kuantitatif deskriptif-eksploratif, penelitian ini berupaya menjawab pertanyaan, “Apa yang memotivasi mahasiswa memilih PGMI sebagai jurusannya?” Pesertanya antara lain mahasiswa PGMI angkatan 2019 di UIN Ar-Raniry Banda Aceh. Pengumpulan data dilakukan dengan angket dan observasi, yang hasilnya dianalisis melalui statistik deskriptif. Temuan mengungkapkan dua faktor motivasi utama yang mempengaruhi pilihan siswa terhadap PGMI: (1) cita-cita yang kuat untuk menjadi guru dan (2) menghormati harapan orang tua. Penelitian ini memberikan kontribusi wawasan tentang motivasi mahasiswa, mendukung universitas dalam menyelaraskan program dengan minat dan tujuan karir mahasiswa.

**Kata kunci:** Motivasi Siswa, Pendidikan Guru Madrasah Ibtidaiyah, PGMI, Seleksi Jurusan, Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry, Motivasi Karir

## **INTRODUCTION**

Education is a shared responsibility between the government, schools and the community. The government's responsibility in this education issue is the implementation of compulsory 9-year basic education, which consists of 6 years in elementary school and 3 years in first-level advanced school. Along with the development of the times, the world of education is also getting more advanced so that children are not enough if they reach the first level of high school (SMP/MTS), but must be continued again at the next level, namely high school (SMA/MA). After completing their education in high school, students are expected to continue their education in higher education with the aim of improving the quality of Indonesian human resources who are

able to compete in the current era of globalization. (Husaini 2015, hal 1)

Basically, high schools such as MA, SMK, and SMA have a design or planning in preparing their students so that they can continue their studies at the university level, both state universities based on Islam and public universities according to their educational background. The most basic problem today is that many students are unable to recognize their talents and potentials so that they have difficulty and are confused about choosing a major in higher education. (Hayati 2022)

On the other hand, there are some students who like to follow their friends in choosing a major. In addition to the problems that arise from the students, sometimes the problems arise from parents who impose their desire in giving their children a choice of major. Actually, students need encouragement and motivation from various parties in determining the choice of majors that are in accordance with their abilities, interests and expertise. We know that if the child is wrong in choosing a major, it will significantly affect his or her survival in the future. (Hayati 2022)

Universities strive to enhance educational quality and align their graduates' skills with community expectations, aiming to quickly absorb them into the workforce. Ar-Raniry State Islamic University Banda Aceh is one such institution, playing a pivotal role in shaping competent, competitive graduates who can thrive in the information age. This institution encompasses various faculties that contribute to human resource development, including the Faculty of Islamic Economics and Business, the Faculty of Science and Technology, the Faculty of Sharia and Law, the Faculty of Tarbiyah and Teacher Training, and more.

The Faculty of Tarbiyah and Teacher Training, specifically the Madrasah Ibtidaiyah Teacher Education (PGMI) program, prepares graduates to become skilled MI (Madrasah Ibtidaiyah) educators. PGMI graduates are equipped with fundamental skills in Islamic education, child development, and creative, productive, and independent instructional strategies. Additionally, PGMI graduates are expected to embody values of intellectuality, professionalism, and spirituality, applying these qualities at the basic education level. They are trained in core competencies such as pedagogical skills (teaching methodologies), professional knowledge (subject mastery), personal development (personality), and social skills (interpersonal abilities) (Kisbiyanto, 2016)

PGMI graduates have a range of career opportunities, including roles as classroom teachers, subject-specific teachers, educational administrators, and supervisors at madrasah institutions. Law No. 14 of 2005 on Teachers and Lecturers emphasizes that professional teachers should work in alignment with their talents, interests, calling, and ideals, fostering a paradigm of teaching professionalism.

PGMI prepares graduates as MI educators with skills and expertise in terms of basic Islamic

education and children's personalities, as well as being able to develop skills creatively, productively and independently. In addition, the PGMI department also produces Bachelor of Islamic Education who are able to apply their knowledge and expertise at the basic education level by upholding the values of intellectuality, professionalism, and spirituality. Educators produced by PGMI must have basic competencies, such as pedagogic mastery of teaching methodologies), professional (mastery of material), personal (personality), and social (the ability to interact). (Kisbiyanto 2016)

The number of students in the PGMI department is inseparable from the motivation both from within the prospective students themselves and from outside themselves who support them to choose to enter the PGMI department. In the initial exploration, the motivation of students to enter PGMI varied greatly. Motivation in prospective educators, especially in students, will encourage students to act or behave to achieve their goals, therefore student motivation is important in efforts to become professional teachers.

Motivation can serve as a driver of effort and achievement. With good motivation in learning, it will show good results as well. In other words, with diligent efforts, especially based on motivation, a person will be able to give birth to good achievements. Likewise, the motivation that students have in choosing a study program. The student's choice to determine one of the study programs will be related to the achievements he or she gets. (Jannah dan Sontani 2018)

While numerous studies have explored motivation in general teacher education programs, research specific to the motivations of students in Islamic teacher education, particularly in PGMI, is limited. Previous studies focus on broad motivational categories, but there is a need for a more nuanced understanding of how religious and cultural values uniquely shape motivations among PGMI students. Additionally, while parental and societal influences are well-documented, the role of contemporary educational trends and the globalization of Islamic education in shaping these motivations remains under-researched. This study aims to address these gaps by exploring the specific motivations of PGMI students at UIN Ar-Raniry Banda Aceh, providing a more detailed understanding of the intrinsic and extrinsic factors influencing their decision.

The accuracy in choosing a study program can determine the success of students. On the contrary, excellent opportunities for students will be lost due to a lack of precision in determining the major. Departing from the above, the researcher is interested in further research on "Analyzing Student Motivations for Selecting PGMI as Their Major".

## METHODS

The research approach used is quantitative with an exploratory descriptive type. According to Creswell, the quantitative research method is a method of testing a certain theory by examining the relationship between variables. (Ali 2022, 1) Exploratory descriptive is research that is primarily geared towards answering the question: What?. (Priyotamtama 2020, 2:17) In this study, it is intended to answer the question "What are the motivations of PGMI students in choosing the PGMI major, Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry Banda Aceh?".

The subjects of this study are PGMI students from the class of 2019, consisting of 14 students, who serve as representatives. The object of this study is the motivation of PGMI students in choosing the PGMI department at the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry Banda Aceh. This research was conducted at the PGMI department, Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry Banda Aceh.

The data collection techniques used in this study are questionnaires and observations. Questionnaires serve as a research tool to gather data, specifically by distributing a form containing several questions to selected subjects (respondents) in order to obtain written responses (Waluya 2007, 95) In this study, the questionnaire was distributed through a Google Form to PGMI students from the class of 2019.

The questions included in the questionnaire are designed to capture the students' motivations in choosing their major. Additionally, observations were made to further understand the context and behavior of the students in relation to their motivations. By combining both techniques, the research is able to offer a more comprehensive analysis of the factors influencing students' decisions to pursue a PGMI degree.

Observation begins by identifying the place to be researched. After the research site is identified, it is continued to make a mapping, so that an overview of the research objectives is obtained. Then the researcher identifies who will be observed, when, for how long and how. (Semiawan 2010, 112)

For example, in this study, the observation process may begin by selecting the PGMI classroom at the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry Banda Aceh, as the primary research site. The researcher would then map out the classroom environment, including seating arrangements and interactions among students. Next, the researcher would decide to observe the class during specific times, such as during lectures or group discussions. The observation may last for several weeks, allowing the researcher to note any recurring behaviors or interactions related to the students' motivations. The observation method could involve taking

detailed field notes or recording certain classroom interactions to better understand the factors influencing the students' decisions to choose the PGMI program.

In this concrete example, the observation would focus on how students engage with the course content, interact with the lecturer and peers, and demonstrate their motivations through participation or expressed interests.

After the data was obtained, the researcher then conducted a descriptive statistical analysis of the results of the questionnaire obtained. Descriptive statistics are statistics that are used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the general public or generalization. (Sholikhah 2016) The data from the questionnaire in this study is quantitative data that the researcher will analyze descriptively as a percentage. After being analyzed with a descriptive calculation, the percentage is then descriptive in a sentence to make it easier.

## RESULTS AND DISCUSSION

Research on student motivation to choose the PGMI major conducted at the Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry involved the class of 2019. As for their motivation for choosing the PGMI major, the following reasons were obtained:

Ingin menjadi guru
Krena saya ingin mendidik siswa-siswa MI
Mewujudkan cita-cita sebagai guru di sekolah dasar
suka anak-anak
Karena guru MI sekarang masih kurang
Karena saya menyukai anak-anak dan saya ingin membagikan ilmu yang pernah saya pelajari kepada mereka.
Karena tertarik dengan jurusan ini
Karena ingin menjadi seorang guru

Saya pernah melakukan sukarela di salah satu Sekolah Dasar dan merasakan keunikan tersendiri saat berbaaur dengan anak-anak sehingga saya tertarik untuk menjadi bagian penting yang bisa bermanfaat untuk mereka.
Ingin menjadi seorang guru SD
saya ingi menjadi guru MI
Karena suka jadi guru
ingin mengubah pembelajaran yang membosankan menjadi inovatif dan kreatif bagi siswa siswi
Ingin menjadi tenang pengajar untuk siswa didjk terlebih khusus siswa sekolah dasar, karna memang kebetulan suka dengan anak-anak

Figure 1. Reasons for Choosing PGMI As A Place to Study

Becoming a teacher is one of the primary reasons expressed by most students who choose to major in PGMI. According to these students, teaching is considered a noble profession that holds a significant societal value. For many, the aspiration to become a teacher began at a young age, often as early as elementary school, when they were inspired by their own teachers. The desire to follow in the footsteps of educators who had a positive influence on them is a strong motivating factor.

This motivation is driven by the intrinsic belief that teaching is not just a job, but a vocation. It is a career that allows individuals to make a meaningful impact on society by shaping and nurturing the minds of the next generation. For these students, the role of a teacher goes beyond delivering knowledge—it is about fostering character development, instilling values, and empowering students to reach their full potential.

Additionally, many students who choose the PGMI major see it as a pathway to fulfill their personal passion for education. They are motivated by the opportunity to contribute to their community by guiding young learners, especially in Islamic education, which they view as an essential part of their identity. This sense of purpose and commitment is what makes the profession of teaching highly respected in their eyes and a driving force behind their decision to enter the PGMI program.

In sum, the aspiration to become a teacher in the PGMI major is deeply rooted in the intrinsic motivation to contribute positively to society, provide education, and play an influential role in the development of students, both intellectually and morally. This strong sense of purpose makes the teaching profession not only a career choice but also a lifelong mission for these students.



Apakah sebelum Anda memilih masuk PGMI, Anda memiliki alternatif Prodi lain?

14 jawaban

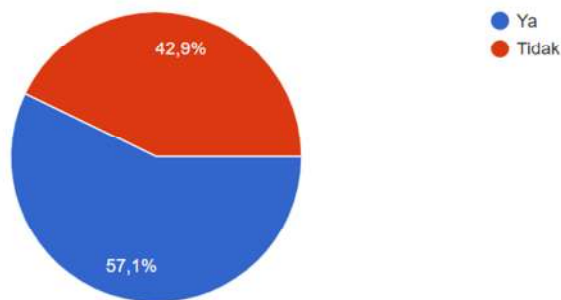


Figure 2. Alternative Study Programs Other than PGMI Owned by Students

Figure 2 illustrates that 8 out of 14 students have considered alternative study programs aside from PGMI, indicating that they were exploring other academic options before deciding on PGMI. On the other hand, 6 students have chosen PGMI as their primary and sole study program, without considering other alternatives. This suggests that while a majority of students remain open to various fields of study, a smaller group is firmly committed to pursuing PGMI as their dedicated path. This distinction between those with alternative options and those with a singular focus on PGMI may reflect differences in motivation, career goals, and personal interests.

Apakah Anda mengetahui jurusan PGMI menempati posisi grade berapa dari keseluruhan jurusan yang ada di Kampus ?

14 jawaban

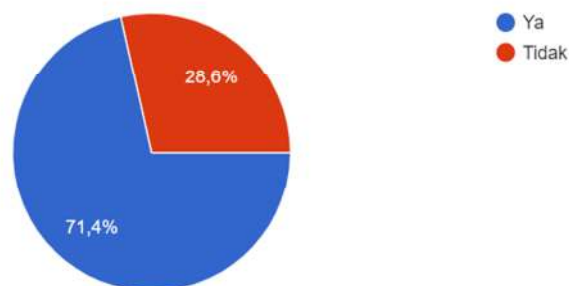


Figure 3. Knowledge about PGMI Study Program

Figure 3 illustrates that 10 out of 14 students are aware of the relative position of the PGMI department compared to other majors. This indicates that these students took the time to research and gather information about PGMI before choosing it as their study program. Their awareness suggests that they made an informed decision, likely considering factors such as the department's reputation, career prospects, and its alignment with their personal goals. On the other hand, 4 students are unaware of the PGMI department's standing compared to other majors, which may imply that their decision was made without fully exploring all aspects of the program. This contrast highlights the varying levels of information-seeking behavior among students when



choosing their academic paths. Further investigation into why some students did not seek out this information could provide insights into the factors influencing their decision-making processes.

Dari mana Anda mengetahui informasi mengenai jurusan PGMI?

14 jawaban

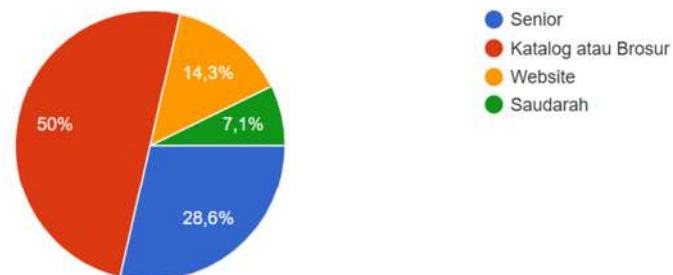
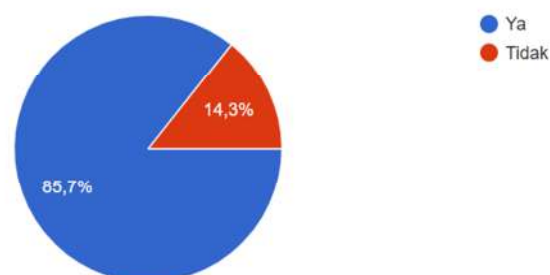


Figure 4. Information about the PGMI Department

Figure 4 shows that 7 out of 14 students obtained information about the PGMI department through catalogs or brochures. This suggests that they actively sought out official materials to learn more about the program, indicating a proactive approach to decision-making. Additionally, 4 students received information from seniors, highlighting the importance of peer influence and word-of-mouth in the decision-making process. Two students found out about the department through the university's website, suggesting that online platforms also serve as a key source of information. Finally, one student learned about PGMI from a sibling, illustrating the role of family members in providing guidance or information about academic choices. These findings reveal a diverse range of information sources that students rely on when considering a study program, reflecting the varied ways in which students gather and evaluate information before

Apakah jurusan yang Anda pilih saat ini merupakan pilihan yang berasal dari diri Anda sendiri?

14 jawaban



making their decisions.

Figure 5. The Selection of the PGMI Department is Based On His Own Wishes

Based on Figure 5, 12 out of 14 students indicated that choosing the PGMI major was their own decision, reflecting a strong sense of personal motivation and interest in the field of study. This suggests that the majority of students are driven by intrinsic factors, such as a passion for teaching or an interest in Islamic education, when selecting their academic path. On the other

hand, the remaining 2 students explained that their choice to pursue the PGMI major was influenced by encouragement from parents, relatives, and others. This highlights the role of extrinsic motivation, where external factors such as family expectations and social pressures play a significant part in shaping their academic decisions. This contrast between intrinsic and extrinsic motivations provides valuable insights into the various factors that guide students in choosing their major, and further analysis could explore how these motivations impact their commitment and success in the program.

Apakah dengan memilih jurusan PGMI cita-cita Anda tercapai ?

14 jawaban

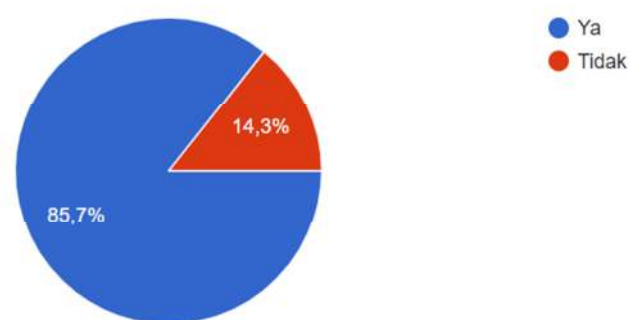


Figure 6. Achieving Goals by Choosing a PGMI Major

Based on Figure 6, 12 out of 14 students stated that choosing the PGMI major aligns with their personal goals and aspirations. This indicates that for the majority of students, selecting PGMI is not just a matter of academic preference but also a significant step toward achieving their long-term objectives, such as becoming educators or contributing to the field of Islamic education. Their alignment with this goal suggests strong intrinsic motivation and a clear sense of purpose in pursuing this major.

In contrast, the remaining 2 students expressed that choosing PGMI did not align with their personal goals. This reflects that their decision was influenced by factors other than their own desires, such as external pressures from parents or other influential figures. These students may not fully see the PGMI major as a path that directly supports their future aspirations, highlighting a potential disconnect between their personal goals and the academic path they are following.

This distinction between students who see their choice as goal-oriented and those who do not can provide deeper insights into the factors influencing student satisfaction, engagement, and success in the PGMI program. Understanding these motivations can help educators and academic advisors better support students in aligning their academic choices with their personal and professional goals.

Setelah Anda menempuh kuliah di Prodi PGMI, apakah sudah memenuhi harapan Anda, sebagaimana yang menjadi alasan Anda masuk ke PGMI?

14 jawaban

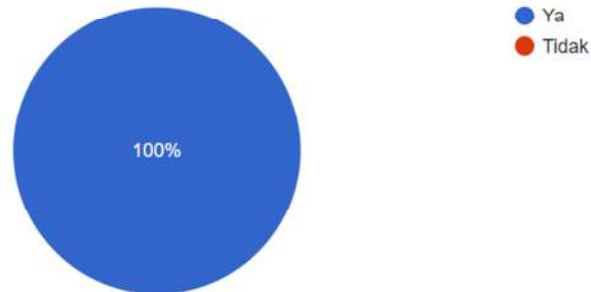


Figure 7. The PGMI Department Meets Expectations According to the Reason for Choosing PGMI

Based on Figure 7, all respondents answered "yes," indicating that students who choose the PGMI major feel that they have met their expectations for entering the program. This suggests that the majority of students have a positive outlook on their decision and feel that PGMI aligns with their academic and career aspirations. Their expectations, whether related to gaining knowledge, developing skills, or pursuing a career in teaching, appear to have been fulfilled or are in progress, contributing to a sense of satisfaction with their choice.

This unanimous response also points to the importance of aligning students' motivations and expectations with the outcomes of the program. It suggests that the PGMI department is effectively meeting the needs and aspirations of students, at least in the initial stages of their academic journey. Further research could examine specific aspects of the program that students feel have fulfilled their expectations and explore if these align with the department's educational goals. This information could help ensure that the department continues to meet student needs and further enhance the student experience

Apakah Anda memilih jurusan PGMI karena peluang diterima lebih besar dibandingkan memilih jurusan lain ?

14 jawaban

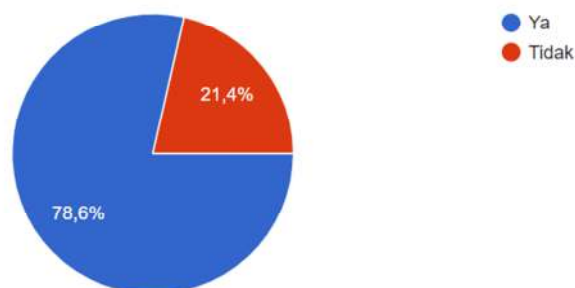


Figure 8. Opportunity to be Accepted into the PGMI Department

Based on Figure 8, 11 out of 14 students chose the PGMI major because they believed their chances of being accepted were greater compared to other majors. This indicates that for the majority of students, the decision to pursue PGMI was influenced by practical considerations, such as the perceived ease of admission or the availability of spots in the program. This suggests that some students may prioritize acceptance rates or the likelihood of success in gaining admission over other factors such as personal interest or long-term career goals.

On the other hand, the remaining 3 students chose PGMI because they were genuinely interested in the major. These students are likely motivated by intrinsic factors, such as a passion for teaching or an interest in Islamic education, and see PGMI as a meaningful path toward achieving their personal and professional goals.

This distinction between students who are motivated by acceptance rates and those driven by personal interest highlights the various external and internal factors that influence students' decisions. Understanding these motivations can help the PGMI program better tailor its recruitment strategies and student support services to address both the practical concerns of students and their personal aspirations.

Apakah Anda memilih jurusan PGMI karena mendengar perkataan orang lain bahwa proses perkuliahan di jurusan tersebut menyenangkan ?  
14 jawaban

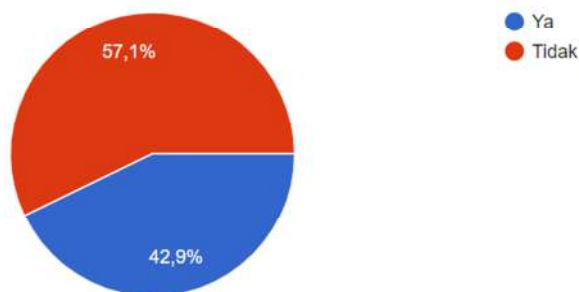


Figure 9. Lecture Process in the PGMI Department

Based on Figure 9, 8 out of 14 students did not choose the PGMI major because they found the lecture process in the department enjoyable, but rather because their primary motivation was a strong desire to become teachers. These students are likely driven by intrinsic motivations, such as a passion for teaching and a commitment to the profession, rather than external factors like the enjoyment of the academic experience.

In contrast, the other 6 students indicated that one of the reasons they chose the PGMI major was because they found the lecture process engaging and enjoyable. For these students, the academic environment, teaching methods, and overall learning experience played a significant

role in their decision to pursue PGMI. This suggests that the students' motivation is influenced by both their personal aspirations and the quality of the academic experience.

The difference between these two groups highlights the diverse factors that impact students' decisions when choosing a major. While some students are primarily motivated by their long-term career goals, others are also influenced by the immediate learning experience. This information could be valuable for educators and academic advisors in enhancing the teaching methods and creating an engaging environment that supports both intrinsic motivations and the enjoyment of the learning process.

## DISCUSSION

Understanding student motivation is a critical area of research in education, as it provides insight into the factors driving academic and career choices. In the context of students choosing the Madrasah Ibtidaiyah Teacher Education (PGMI) major, motivation plays a vital role in guiding prospective teachers towards a career path in primary Islamic education. This literature review explores theoretical frameworks, empirical studies, and relevant factors influencing student motivation in educational choices, particularly within the PGMI program.

Several theories provide a foundation for understanding student motivation in educational settings. Self-Determination Theory (SDT), introduced by Deci and Ryan (1985), distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation arises from personal interest and a desire for self-fulfillment, while extrinsic motivation is influenced by external factors such as societal expectations or parental influence. In the context of PGMI students, intrinsic motivation may include a genuine interest in teaching or Islamic education, whereas extrinsic motivation may stem from the influence of family or the perceived social value of being a teacher.

Similarly, Expectancy-Value Theory (Eccles & Wigfield, 2002) explains that motivation is based on the perceived value of the educational choice and the individual's expectation of success. This theory highlights that students may select PGMI if they believe they can excel in this field and perceive teaching as a valuable profession.

Research on student motivation for selecting teaching as a career reveals a range of intrinsic and extrinsic factors. For instance, Watt and Richardson (2007) found that students often choose teaching out of a desire to make a difference, a passion for working with children, or an alignment with their personal values. In a study by Kyriacou and Coulthard (2000), factors like job security, respect associated with the teaching profession, and the desire to contribute to society were commonly reported by students pursuing teaching careers.

Studies specific to Islamic teacher education in Indonesia highlight unique motivational aspects among PGMI students. According to Kisbiyanto (2016), PGMI students are often driven by a strong sense of responsibility to promote Islamic values and contribute to the development of the younger generation's moral foundation. This highlights a sense of vocational calling that aligns with the objectives of Islamic primary education, as PGMI graduates are expected to not only provide basic education but also foster Islamic character and values in their students.

Previous studies have identified several motivational factors specific to PGMI students' choice to pursue teacher education:

1. **Career Aspirations:** Many students are motivated by a desire to become educators who contribute to the development of primary Islamic education. This motivation is often linked to a broader purpose of fulfilling a perceived duty to society through teaching (Hayati, 2022).
2. **Family Influence:** In several cultures, including Indonesia, family expectations significantly impact students' career choices. Studies have found that students from religious families are more likely to pursue fields aligned with Islamic education, as their families value the role of religious teachers in the community (Sontani, 2018).
3. **Social Status and Job Stability:** Teaching, particularly in religious contexts, is viewed as a stable and respected profession, which attracts students seeking career security and social recognition. The perception that teaching offers steady employment and societal respect often motivates students to choose this field (Jannah & Sontani, 2018).
4. **Religious and Personal Values:** For PGMI students, a desire to support Islamic education and instill religious values in young children is a significant motivating factor. Many students see teaching in Islamic schools as an opportunity to practice and spread their faith, viewing the profession as both a career and a form of religious service (Kisbiyanto, 2016).
5. **External Influences:** While intrinsic factors are vital, external factors, including peer influence and the influence of parents, also play a role. Hayati (2022) found that some students choose their major based on the influence of friends or family members who believe teaching is a suitable and respectable career choice.

Motivation is the main driving force for students to study or attend lectures. Motivation as a tool of psychological symptoms is very important in the development and development of individual potential, because this potential motivation is a Every individual has internal needs that cause them to be pushed, suppressed or motivated to fulfill them. The specific needs they feel will determine the actions they take. person's strength to do what they want and the level of their

strength to achieve these desires.

The discussion of motivation in the world of education is very interesting to discuss, because motivation is related to whether or not a person's enthusiasm and enthusiasm to do something is realized. Motivation is also related to whether or not a person is happy with a job. The existence of motivation can make a person more serious and work hard to achieve what he wants.

The motivation of PGMI students in choosing a PGMI major can be divided into 2, namely:

1. A strong aspiration to become teachers

Every individual is driven by internal needs that push, suppress, or motivate them to take certain actions. These needs are personal and vary from one person to another. The specific needs they experience will influence the choices they make and the steps they take in achieving their goals.

In the context of students pursuing a teaching career, the motivation to become a teacher is often deeply ingrained, and it can arise from various sources. For many students, the aspiration to become a teacher has been present since childhood or elementary school, where they first experienced admiration for their own teachers or recognized a desire to contribute to the development of others. For others, the desire may emerge after volunteering in a school environment, where they discover the joy and fulfillment of working with children and helping them learn. Additionally, some students are motivated by the simple love of playing with children, which sparks an interest in shaping young minds.

This motivation to become a teacher is often a manifestation of **intrinsic motivation**, which comes from within an individual. Intrinsic motivation refers to doing something for its inherent satisfaction or fulfillment, rather than for an external reward. In the case of students choosing to become teachers, intrinsic motivation is essential because it is driven by personal interest, the fulfillment of a desire to help others, and the recognition of one's potential. When students are intrinsically motivated, they are more likely to persist in their studies, stay committed to their goals, and continue to strive even in the face of challenges.

In the case of teacher education, intrinsic motivation plays a crucial role in shaping students' dedication to attending classes, completing assignments, and participating in activities related to their studies. When faced with difficulties, students with intrinsic motivation are better equipped to overcome obstacles because their drive is fueled by personal aspirations and a genuine passion for teaching, rather than by external pressures or rewards. This intrinsic motivation ensures that students remain focused and resilient, even when they encounter setbacks in their educational journey.



Moreover, intrinsic motivation helps students develop a deeper understanding of their own potential, which can boost their confidence and readiness to enter the teaching profession. It prepares them not only academically but also mentally and emotionally for the challenges they will face as educators. The stronger the intrinsic motivation to teach, the more likely these students will become effective, passionate, and committed teachers in the future, ready to serve their communities and make a lasting impact on their students.

## 2. Respect for parental expectations

For many students, choosing a major can be a difficult and confusing decision. A significant reason for this uncertainty is a lack of knowledge about the various academic programs available, including their curriculum, vision and mission, job prospects, and how well they align with the student's own skills and interests. Often, students find it hard to evaluate their own strengths, talents, and abilities, which can lead them to make choices based on external factors like following friends, parental expectations, or simply the desire to fit in with societal norms.

The role of parents in this decision-making process is critical. Parents, as primary influencers, have a substantial impact on guiding their children toward making an informed choice about their future. Parents who are attentive to their children's interests and abilities can offer valuable advice and insight into the various fields of study, helping them to understand the potential future job opportunities and growth in those areas. In this sense, parental guidance helps students make decisions that are more aligned with their long-term career goals and personal capabilities.

However, a common issue arises when some parents impose their own wishes for a child's major, even when the child has other aspirations. Parents may believe that their chosen major is the best fit for their child's abilities, sometimes overlooking the child's personal interests or the changing nature of the job market. This can create a tension between the child's desires and the parental expectations, resulting in a situation where the student may feel forced into a field they are not passionate about, potentially affecting their academic engagement and future satisfaction in their career.

The phenomenon of parental influence in choosing a major can take different forms. In some cases, parents may impose their desires entirely, leaving little room for the child to express their own preferences. In other cases, parents may adopt a more permissive attitude, allowing their children to make their own decisions but still offering guidance based on their experiences and knowledge. Ideally, parents should provide direction while also respecting the child's autonomy, recognizing that the choice of a major is not just a family decision, but one that should take into account the child's personal ambitions, strengths, and future opportunities.

Motivation driven by parental influence is often categorized as extrinsic motivation, which refers to being motivated by external factors, such as the expectations and desires of others. While extrinsic motivation can help to encourage students to consider important factors in their decision, it must be carefully balanced with the student's intrinsic motivation—the internal drive to pursue a field of study they are passionate about and feel personally invested in. Parental expectations can support and reinforce internal motivation, but when imposed too heavily, extrinsic motivation can create a sense of obligation rather than enthusiasm, which may lead to dissatisfaction or disengagement in the long run.

Therefore, parental influence should aim to create a supportive environment where students feel both guided and empowered to make a decision that resonates with their own interests and goals. By fostering a healthy balance between parental guidance and personal choice, students are more likely to pursue a major that aligns with their strengths, aspirations, and long-term happiness.

## CONCLUSION

The motivation of PGMI students in choosing the PGMI major can generally be divided into two categories: 1) the desire to become a teacher, and 2) obedience to parents.

### **1. The Desire to Become a Teacher (Intrinsic Motivation)**

The desire to become a teacher is an example of intrinsic motivation, where students are driven by an internal desire to help others and contribute to the development of young minds. Intrinsic motivation plays a significant role in shaping students' commitment to their studies. When students are intrinsically motivated, they are more likely to be diligent in attending lectures, completing assignments, and overcoming challenges in their academic journey. This motivation stems from a deep personal aspiration, not external rewards, and often results in a more sustained and passionate approach to learning. Intrinsically motivated students are more resilient and adaptable, as their drive comes from their internal values and goals, making it easier for them to persist even when they face obstacles.

### **2. Obedience to Parents (Extrinsic Motivation)**

On the other hand, obedience to parents is an example of extrinsic motivation, where students may choose their major based on parental influence, societal expectations, or a desire to fulfill family expectations. Although extrinsic motivation can be effective in guiding students, especially in providing structure and support, it does not necessarily come from the student's personal interest. While this form of motivation can provide initial encouragement, it is crucial that it does not overshadow the student's intrinsic motivation. Extrinsic motivation, such as

following parental wishes, can help students feel supported and give them the confidence to pursue their studies, but it is essential that it complements intrinsic motivations to ensure long-term satisfaction and success.

In conclusion, the motivation of PGMI students in choosing their major is influenced by both intrinsic and extrinsic factors. Intrinsic motivation, driven by a deep desire to become a teacher, leads to greater academic dedication, persistence, and a sense of fulfillment in their studies. Meanwhile, extrinsic motivation, stemming from the influence and expectations of parents, also plays an important role in guiding students and offering support, but it should not completely dictate their career path. A balance between intrinsic and extrinsic motivation is crucial for ensuring that students are not only prepared for their academic challenges but also satisfied with their chosen career path. Ideally, students should be encouraged to develop both intrinsic motivation, fueled by their personal interests and aspirations, and extrinsic motivation, which can provide external validation and support. This combination will enable them to succeed as teachers who are passionate about their role and committed to their profession.

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