

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Review

1. Theory Study of Learning Motivation

1. Definition of Learning Motivation

According to W.S. Winkel (2004:526), learning motivation is the overall driving force within students that generates learning. A similar opinion is also expressed by Muhibbin Syah (2003:158), who emphasizes that learning motivation is the total driving force within students that initiates learning activities and ensures the continuity of those activities, so that the desired goals of the learner can be achieved.

Based on the above definitions, it can be concluded that learning motivation is a series of internal and external impulses or driving forces that encourage an individual to engage in learning activities, resulting in changes that help the learner achieve their intended goals.

Motivation is a propelling factor that influences students' behavior through influencing his or her choice of options. It improves, stimulates, and motivates, causing them to behave in a goal-oriented manner. In general, motivation is defined as the individual's desire to participate in the learning process; it involves the reasons or goals that underlie their involvement or non-involvement in academic activities (Wery & Thomson, 2013). Motivation is an impulse, desire or interest that is so great within oneself, to achieve a certain desire, ideals and goals. The existence of motivation will make individuals try their best to achieve what they want. Motivation is not only in the form of words, but a strong impulse from within. Motivation usually comes from the hope to get a result. Someone who has high motivation will have a good impact on their life. The high motivation will change their behavior, to reach their goals and live a better life.

The actual behaviors, such as one's level of persistence when confronted with hurdles, are referred to as motivation. The degree to which we exhibit motivated behaviors is naturally determined by internal factors such as our views and thoughts. For example, the more we value academic achievement (a belief), the more likely we are to choose (motivated behavior) academic tasks over attractive distractions. Similarly, a classroom environmental factor, such as a well-designed academic task that is both interesting and challenging, is likely to bring about students' high levels of involvement (Seli et al., 2020). Motivation is one of the most important factors affecting human behavior. Motivation not only affects other cognitive factors like perception and learning but also affects the total performance of an individual in organizational setting (Velnampy, 2014)

2. Types of Learning Motivation

1) Intrinsic Motivation

According to Syaiful Bahri Djamarah (2002:115), intrinsic motivation refers to motives that become active or function without requiring external stimulation, because every individual already has an internal drive to do something. In line with this opinion, A.M. Sardiman (1996:90) explains that intrinsic motivations are those that do not need to be triggered by outside influences. Sobry Sutikno (2007:98) defines intrinsic motivation as a motivation that arises from within the individual, without any external pressure or encouragement, but based on personal will.

Intrinsic motivation is an internal drive to perform an activity for its own sake or as an end in itself. A person does not need rewards or threats of punishment to be compelled to do something. They will engage in the activity simply because they

enjoy and are interested in it. For example, a student may continue to study a particular subject diligently even when there are no exams or external demands. This explanation aligns with John W. Santrock's (2007:509) view.

Based on these perspectives, it can be concluded that intrinsic motivation is an active drive that originates from within the individual without requiring external stimulation. For instance, a student chooses to study because they genuinely desire knowledge and understanding. Without encouragement from others, the student is already motivated to listen attentively to the teacher's explanation. Their curiosity about the subject matter is high, and distractions in the environment have little effect on their focus.

Students with intrinsic motivation will naturally engage in learning activities. Their curiosity drives them to learn, and they feel a

personal need to acquire knowledge to reach their aspirations. This behavior arises internally, without needing support from others.

2) Extrinsic Motivation

According to A.M. Sardiman (2005:90), extrinsic motivation consists of motives that become active and function due to external stimuli. Rosjidan (2001:51) considers extrinsic motivation as motivation whose objectives lie outside the learning process itself—it is not embedded within the act of learning. Sobry Sutikno (2007:98) argues that extrinsic motivation arises from external influences such as requests, commands, or pressure from others, which lead someone to perform an action.

From these views, it can be concluded that extrinsic motivation is the type of motivation that arises and operates due to external factors. For example, a student may go to school simply because they are afraid of being scolded by their mother.

Another example is a student who performs well academically in hopes of receiving a new bicycle from their parents. Clearly, the learning activity is not driven by a desire for knowledge but rather by external incentives.

Extrinsic motivation is often necessary for students. It plays an important role, especially when students feel unmotivated or uninterested in a subject. When external motivation is provided by teachers, parents, or others, it can greatly enhance the teaching and learning process. Extrinsic motivation takes the form of external stimuli aimed at encouraging individuals to carry out activities that benefit them. This motivation can be stimulated through rewards, praise, or incentives. Additionally, creating a supportive and conducive learning environment is also considered a form of extrinsic motivation, as it encourages students to engage more actively in their studies.

2. The Concept of Language Learning

According to Shih and Yang, successful language learning is connected in collaboration, cognitive apprenticeship, and situated cognition. That means participating in community where the target language is used in a real context is an effective way to learn a language. In that community environment, the language learners can share the same interests to other learners. They are encouraged to speak, write, and think using the target language. Therefore, the language learners can learn a meaningful context that they learn naturally and spontaneously. As Gomes, Lopes and Araujo stated that to gain most effective language learning, the language practice has to occur in real and meaningful conversations rather than in isolated linguistic environment.

Language learning is a process that can be gained either from formal learning situation or a self-study. Ozden defined language learning as the communication process that is gained through physical, psychological and

mental maturation, with the stimuli surrounding it. Hence, it is a conscious process occurs in language learners. Language learning is most effective in early ages, in learning community with a small number of language learners, with support from family, by training, and by adding new knowledge. According to Aqeel, learning is a process that is needed for human, that human is born as a weak, an incapable and a helpless on this world. By learning human can be graded until he capable to face problems in life and his inability in facing impossible things becomes an innovate things. Importantly, when adopting a functional definition of learning, cognitive theories can be constructed and tested on the basis of information about when learning occurs. The quality of a theory depends on the extent to which it can explain existing knowledge about the conditions under which learning occurs (i.e., its heuristic value) and the extent to which it makes new predictions about the conditions under which learning occurs (i.e., its predictive value).¹³

Learning is a process of changing human thinking both behavior, understanding, or knowledge gained from experience.

Language is acquired in the same way by everyone and as a universal language. English language has become a language that is many used in the world. Many countries in the world that have their own languages have used English as their second language. As Harmer stated that second language is a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as „second“ language. It means that English language is used as language to communicate internationally. As international language, the growing need of English language has been created in many aspects of human life, such as in education, economics, politics, entertainment, technology and business. As Pandey & Pandey stated that enhancing English language skills can result to not only an improved social life, but

also better job opportunities in the future. It means that the demand of English language makes citizens of modern societies need to be proficient enough to use English language in order they can be success in their academic and professional careers.

Language learning is a process carried out by individuals from birth. someone learns the language used to communicate. The language learning process is not a simple thing and must be observed in full. One of the factors that build motivation in the acquisition and learning of the second language is the attitude towards the language and culture of the community in using the language. The point is that both are interrelated between teaching and language learning, where the learning process in learning languages requires processes that cannot be observed only part of the activity.

Although English in Indonesia is considered a foreign language, but in line with globalization, more and more institutions, both formal and non-formal, use

English as the language of communication, so English is not only studied in class but also used as a communication tool. This is evidenced by the proliferation of language training institutions in Indonesia and also international standard schools that use English as the language of instruction to accommodate the needs of graduates with the ability to communicate in English.

Second language acquisition can be described as a way in which people learn a language other than their native language, both inside and outside the classroom. 19 Many people argue that the acquisition of language can be seen from how students' communication skills develop and the more fluent they are in communicating using a second language. But in general the Second Language Acquisition does not focus on the communication aspects of a language but on the formal characteristics of a language for example, how to pronounce words from a second language, how accents can change over time . Another example relates to vocabulary, how much

students can increase the number of vocabulary. However, the most often focused thing is grammar from the language second, for example, related to plural, relative clause, and the extent to which students can produce sentences using the structure above over time. One of the objectives of Second Language Acquisition is to describe the acquisition of second language, to explain; that is identify internal and external factors which affects how students master the second language.

3. Choosing Decision

1. Definition of Choosing Decision

The choice decision is a process in which individuals make their choices based on various considerations and relevance to expected outcomes in future careers. Decision making is the process of assessing and determining a choice, according to Ali (2024). Decisions are made after considering various alternatives and making careful assessments. Before choosing or deciding, there are several steps that are

usually taken by individuals who make decisions. These steps include identifying the main problem, formulating available alternatives, and finally choosing the most optimal decision, Haudi (2021).

The decision is the result of solving the problem at hand clearly. A decision is a definite answer to a statement, Ahma And Suprianto (2021). The decision must be able to provide answers regarding what is discussed in relation to planning. In addition, decisions can also take the form of actions that deviate significantly from the original plan. According to Loewel, et al. (2024), the important thing in decision making is the involvement of emotions, motivation, and critical thinking skills that play a role in determining choices, especially in the context of purchasing insurance. The important thing in the decision-making process is the direct relationship between the chosen action and the goals and objectives to be achieved. Without this connection,

decision-making becomes only an intellectual activity that looks good in theory, but has no operational value. As a result, this will only lead to waste that is difficult to account for, Sondang (1988).

Every individual who plans to continue their education to a higher level will basically be faced with various choices of study programs. From these various choices, a person needs to make a decision to determine which major to take. According to Jumawan et al. (2024), there are several factors that influence decision making, including leadership style, personality, and communication. According to Safitri (2023), there are several factors that influence decision making, including personal interests, future career prospects, and support from family and social environments. Based on this, a person is faced with many choices of majors when continuing their education to college, so various factors need to be considered. Some of these factors include motivation

that comes from within, support and expectations of parents, and also the facilities offered by the major to be chosen. By considering these factors, the decision to choose a major is finally made.

Based on the above understanding, it can be concluded that students' decisions in choosing a major reflect the attitude of prospective students towards the chosen study program. Student behavior in determining majors aims to meet their wants and needs in studying. This decision is the key to a person's actions, where these actions are related to meeting the needs for the necessary products and services.

2. Basis for Decision Making

The basis for decision making is very diverse according to Mawardi (2023), the basis for decision making in strategic management of education involves an in-depth analysis of goals, situations, and various alternatives available, taking into account the

long-term impact on institutions and stakeholders. According to Georgy R. in Safitri (2023), the decision-making strategy mentions the basics of decision making, namely intuition, experience, authority, facts, and rational. Which can be explained as follows:

a. Intuition

Decision-making based on intuition or feelings tends to be more subjective, as it is easily influenced by suggestion, external factors, and other psychological aspects. The advantage of this method is that the decision is made by one party, so the process is faster and suitable for situations involving humanitarian issues. However, the disadvantage is that decisions are often made in a short period of time and are difficult to measure for accuracy. Therefore, intuition-based decision-making is based on

personal desire without pressure from other parties.

b. Experience

Often, before a person makes a decision, they will recall whether they have faced similar situations before. This process is usually traced through archives or documentation of past experiences. These experiences can be used as guidelines in solving problems. Experiential decision-making has practical benefits, where through this experience, one can predict the situation and calculate the advantages and disadvantages of the decision to be made.

c. Authority

Each individual has the authority to make decisions in order to carry out activities to achieve effective and efficient goals. Decisions made based on this authority have the advantage that they can last for a relatively long period of

time, whether accepted voluntarily or by force. However, its disadvantages are that it tends to create routines, is associated with authoritarian practices, and often ignores problems that actually need to be solved, resulting in obscurity.

d. Facts

Decision-making is based on a sufficient number of facts. Facts in this context are related to data and information. Therefore, data needs to be processed first into information which is then used as a basis for making decisions.

e. Rational

Rational decision-making produces decisions that are objective, logical, more transparent, and consistent, with the aim of maximizing results under certain constraints, so it can be said to be close to the truth or in accordance with expectations. Some important aspects of rational decision-making include:

Clarity of the problem:

1. there is no doubt and vagueness of issues
2. Goal orientation: unity of purpose to be achieved
3. Knowledge of alternatives: all alternatives are known in terms of their types and consequences
4. Clear preferences: alternatives can be ranked according to criteria.
5. Maximum yield: selection of the best alternative is based on the maximum economic yield.

4. Analysis of Motivation to Choose English Department at UIN Fatmawati Sukarno Bengkulu

1. Fatmawati Sukarno State Islamic University UIN Fatmawati Sukarno Bengkulu

UIN Fatmawati Sukarno Bengkulu began as the Faculty of Sharia of IAIN Raden Fatah Palembang, which was established in Bengkulu in 1975. Over time, the government took steps to develop Islamic higher education institutions in Indonesia. On June 30, 1997, the Faculty of Sharia was upgraded to the status of State Islamic College

(STAIN) Bengkulu based on Presidential Decree Number 11 of 1997. STAIN Bengkulu then continued to grow until in 2012, this institution changed its status to Bengkulu State Islamic Institute (IAIN) through Presidential Decree No. 51 of 2012. This change in status indicates an increase in academic quality and institutional capacity in providing higher education.

On May 21, 2021, based on Presidential Regulation Number 45 of 2021, IAIN Bengkulu officially transformed into Fatmawati Sukarno State Islamic University Bengkulu (UINFAS Bengkulu). The name is taken from national figure Fatmawati Sukarno, wife of Indonesia's first president, who hails from Bengkulu. This change in status to a university paves the way for the development of more diverse study programs and faculties, while strengthening UINFAS Bengkulu's contribution in producing quality human resources in the fields of Islamic and general

sciences.

- a. Vision of Fatmawati Sukarno State Islamic University Bengkulu.

To become a center for Islamic Studies and civilization with a national perspective in building a pious, moderate, intelligent and superior society.

- b. Mission of Fatmawati Sukarno State Islamic University Bengkulu.

1. Organizing education and teaching that produces graduates who are experts in Islamic science and science, who are pious, professional, and moderate with a national perspective;

2. Improving the quality of research and scientific publications of national and international standards with global reputation;

3. Improving the quality of community service in building a smart, pious, productive, and prosperous social life;

4. Improving the quality of cooperation at the national and international levels in encouraging increased competitiveness of graduates;
 5. and Strengthening fair governance and leadership in building a clean and authoritative University.
- c. Objectives of Fatmawati Sukarno State Islamic University Bengkulu.
1. Improving the quality of graduates in Islamic studies and science who are noble, professional, and moderate;
 2. Improving the quality of research and reputable scientific publications that are responsive to scientific development and the interests of the nation;
 3. Improving the quality of service in developing a smart, pious, productive, and prosperous society with a national perspective;

4. Improving the quality of national and international cooperation in realizing the competitiveness of graduates;
5. and Improving bureaucratic culture and leadership that is fair, clean, and responsive.

2. Faculty of Tarbiyah and Tadris

The Faculty of Tarbiyah and Tadris at UIN Fatmawati Sukarno Bengkulu is one of the oldest faculties in the university, focusing on education and teaching, especially in the fields of Islamic religious sciences and general teaching. The faculty was established when the institution was still part of IAIN Raden Fatah Palembang in Bengkulu. In the early days, the faculty functioned as a center for religious education, with a primary focus on teaching and training prospective teachers who would teach in Islamic educational institutions.

When STAIN Bengkulu was established in 1997, the Faculty of Tarbiyah and Tadris further

developed by opening more study programs that support the improvement of the quality of teacher education. The faculty continued to grow until 2012, when STAIN Bengkulu transformed into IAIN Bengkulu, and then into Fatmawati Sukarno State Islamic University (UIN) Bengkulu in 2021. The Faculty of Tarbiyah and Tadris offers various study programs, such as Islamic Religious Education (PAI), Arabic Language Education (PBA), English Tadris (TBI), as well as Mathematics Education and Biology Education.

This faculty aims to produce educators who not only master the field of science taught, but also have a strong Islamic understanding, and are able to instill Islamic values in the teaching process. With a curriculum that is constantly updated and adapted to the needs of the times, the Faculty of Tarbiyah and Tadris is committed to preparing graduates who are competent in the field of education, both to become

teachers in schools, lecturers in universities, and experts in the field of education and teaching.

a. Vision of the Faculty of Tarbiyah and Tadris

To Become a Center for Education and Teaching Studies that is Islamic, Civilized, with National Insight in Building a Pious, Moderate, Intelligent and Superior Society at the International Level in 2037.

b. Mission of the Faculty of Tadris and Tarbiyah

1. Organizing Education and Teaching to Produce Educators who are Expert, Pious, Professional, Moderate, and Have National Insight;
2. Improving the Quality of Research and Scientific Publications with National and International Reputation in the Field of Tarbiyah and Teacher Training;
3. Improving the Quality of Community Service in the Field of Tarbiyah and Teacher Training;

4. Organizing Cooperation with Institutions at Local, Regional, National, and International Levels;
5. Realizing Governance and Leadership with Integrity and Authority.

3. English Education Department (TBI)

The English Education Department (TBI) is one of the majors under the Faculty of Education and Teacher Training at UIN Fatmawati Sukarno Bengkulu. This program was established with the aim of meeting the need for competent educators in English teaching, particularly within Islamic educational settings. The establishment of the Tadris Bahasa Inggris program was driven by the demand for English teachers who are capable of providing education not only in language but also in instilling Islamic values in the learning process.

The program was initially established when the institution was still known as Sekolah Tinggi

Agama Islam Negeri (STAIN) Bengkulu. It continued to grow as the institution transitioned into Institut Agama Islam Negeri (IAIN) Bengkulu in 2012, and later became Universitas Islam Negeri (UIN) in 2021. The TBI program has evolved in response to the increasing public interest in English education, supported by the government and relevant institutions. The program offers a comprehensive curriculum that encompasses linguistics, education, technology-based teaching, and communicative approaches. Additionally, this program is committed to producing graduates with professional competencies as English teachers, whether at schools or other educational institutions. Below is the growth in the number of TBI students from 2019 to 2024

Table 2.1

Number of TBI Students from 2019 to 2024

No	Force	Student
1	2019	146
2	2020	80
3	2021	94
4	2022	98
5	2023	79
6	2024	75
Total		572

a. The Vision of the English Education Department (TBI)

To excel in developing and creating Islamic and nationally-minded English education resources in Southeast Asia by 2037.

b. Mission of the English Education Department (TBI)

1. To provide education and produce professional educators in the field of English language and culture
2. To implement teacher education based on Islamic and national values.

3. To conduct research and innovation in English education that can benefit stakeholders, and to carry out education with high dedication and commitment to the community in spreading and implementing English education.
 4. To establish cooperation on a national, regional, and international scale to develop and enhance the professionalism of educators in the field of English.
 5. To offer English education and teaching in an integrated, effective, and efficient manner
- c. The Objectives of the English Education Department (TBI)
1. To produce graduates who are competent in English education, integrating Islamic values and local culture.
 2. To prepare educators who can apply both

theory and practice in English language teaching at various educational levels.

3. To produce research that contributes to the development of English education, particularly in the context of Islamic education

4. To provide community service that meets the needs of the education sector, especially in English language teaching in schools

5. To develop partnerships with various institutions, both domestic and international, to support the development of student and faculty competencies in English Education.

d. Profile of Graduates from the English Education Program

The graduate profile of the English Education Department (Tadris Bahasa Inggris)

at UIN Fatmawati Sukarno Bengkulu reflects characteristics that embody the local values of the department, which is under the Faculty of Education and Teacher Training. This distinguishes the graduate profile of the TBI program from other departments, especially those outside the Faculty of Education and Teacher Training. Some of the graduate profiles from the Tadris Bahasa Inggris program include:

1. Professional and competent English teachers for various levels of education.
2. Instructors at non-formal educational institutions, specializing in teaching English in courses or training centers.
3. Curriculum developers in English education, with the ability to create innovative teaching materials and media.
4. Researchers in English education, with the

skills to conduct research that contributes to the development of teaching methods.

e. Lecturers of the English Education Department

The establishment of the English Education Department at the Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu, has received significant attention from educators to support academic development and student success. As of December 4, 2024, Hanura Febriani, M.Pd., serves as the inaugural Head of the Study Program. In addition to the Head and Secretary of the Department, the English Education program is supported by several lecturers with expertise in their respective fields, who are entrusted to guide and teach courses in this department. The names of the lecturers in the English Education Department at UIN Fatmawati Sukarno Bengkulu can be found in

the table below.

Table 2.2

Lecturer of English Language Education Department

NO	NAME	NIP	POSITION
1	Hanura Febriani, M.Pd	199002142020122004	head of program
2	Prof. Riswanto, PhD	197204101999031004	Lecturer
3	Dr. Syamsul Rizal, M.Pd	196901291999031000	Lecturer
4	Zelvia Liska Afriani, M.Pd	199404202018012003	Wadek III
5	Dr. Ali Akbar Jono, M.Pd	197509252001121004	Lecturer
6	Dr. Ferri Susanto, M.Pd	197512082014111001	Lecturer
7	Fera Zasrianita, M.Pd	197902172009122003	Lecturer
8	Reko Serasi, S.S., M.A.	198711092018011002	Lecturer
9	Pebri Prandika Putra, M.HUM	198902032019031003	Lecturer
10	Yashori Revola, M.Pd	199008032023211015	Lecturer
11	Nadrah, M.Pd	197607112005012004	Lecturer
12	Valisneria Utami, M.Ed	198903232019032010	Lecturer
13	Endang Haryanto M.Pd	198605042023211019	Lecturer
14	Andriadi, M.A	198402212019031001	Lecturer
15	M. Arif Rahman Hakim, M.Pd, Ph.D	199012152015031007	Lecturer
16	Anita, M. Hum	199008142019032011	Lecturer
17	Risnawati, M.Pd.	197405231999032002	Lecturer
18	Feny Martina, M.Pd	198703242015032002	Lecturer

19	Dedi Efrizal, M.Pd	199012132020121008	Lecturer
20	Andri Saputra, M.Sc.	199106262019031014	Lecturer
21	Detti Lismayanti S.Pd, M.Hu	197712222009012000	Lecturer
22	Ejontomi Afrizo, M.Pd	199611152025051000	Lecturer
23	Tania Syafutri, M.Pd	199809112025052000	Lecturer
24	Pahrozi Ahmad,, M.Pd	199512052025051000	Lecturer
25	Rezky Atri Oktarin, M.Pd	199610192025052000	Lecturer

B. Previous Studies

An exploratory First, Suciati, S., Rizqina, N. A., & Mukhlisuddin, A. (2019). “Students’™ Motivation And Expectation In Joining English Education Department At IAIN Kudus”. This research uses a qualitative descriptive method and was conducted in the English Education Department at IAIN Kudus. The research subjects consisted of 204 students from the first to third academic years. Data were collected through questionnaires, interviews, and document analysis. The study aims to gather information about the students' educational backgrounds, analyze their motivations and expectations in joining the English Education

Department at IAIN Kudus, and examine how they realize those expectations. The results show that 20.6% of the students are male and 79.4% are female. As many as 44.6% of the students come from science programs, 26% from social studies programs, 12.3% from language programs, and the rest from religious studies, computer and network engineering, Islamic banking, accounting, and administration. They chose to study English driven by both internal and external motivations. Internal factors include needs, plans, enjoyment, and the meaning of learning. Meanwhile, external factors include the learning environment, career prospects, society, and other influences.

The second, Murniyati Sufaini. (2021), “Motivasi Mahasiswa Memilih Program Studi PGMI Fakultas Agama Islam Universitas Muhammadiyah Mataram Tahun Akademik 2020/2021”. This study uses descriptive qualitative method with a survey model, aiming to describe ongoing phenomena, events, or occurrences. The results of the research show that students' motivation in choosing this major is influenced by

several factors: 1) Attractive promotional brochures that capture the attention of prospective students, 2) Observations of current conditions showing the fierce competition in the job market, which encourages students to choose the PGMI program, 3) High motivation to become teachers due to the many elementary schools/madrasahs in rural areas lacking teaching staff. In addition, PGMI students face several challenges, such as limited library facilities, lack of faculty support in developing student creativity, writing journals, and insufficient guidance from lecturers in scientific activities aligned with students' interests.

Third, the research from Syafrimen Syafril, (2021), “Motivasi Mahasiswa Memilih Jurusan Pendidikan Luar Biasa Di Perguruan Tinggi”. This study aims to understand the motivation of students in choosing the Special Education (PLB) teaching major at universities. Using a qualitative method with a case study approach, data obtained through interviews were thematically analyzed using NVivo 10 software. The results show that there are seven main factors

motivating students to choose this major, namely: 1) having a family member with special needs, 2) the shortage of teachers for children with special needs in schools, 3) a strong desire to become a Special Education teacher, 4) encouragement from parents, 5) high job prospects after graduation, 6) the belief that teaching is a noble profession, and 7) an interest in the world of children with special needs.

Fourth, Dian Safitri. (2023) “Motivation mahasiswa angkatan 2022 dalam memilih jurusan Manajemen Haji dan Umrah Fakultas Dakwah dan Komunikasi UIN Walisongo Semarang”. This study aims to understand the motivation of students in choosing the Haji and Umrah Management major at the Faculty of Da'wah and Communication, UIN Walisongo Semarang. The research uses a qualitative method with a psychological management approach. The primary data collection technique is through questionnaires, supported by interviews. The study was conducted on all 2022 cohort students of the Hajj and Umrah Management major at FDK UIN Walisongo Semarang. The collected data were analyzed

using the Milles and Huberman model, which includes data reduction, data presentation, and drawing conclusions. The study results show that the motivation of MHU 2022 cohort students comes from both intrinsic and extrinsic motivation. Intrinsic motivation (motivation from within oneself) includes: 58.1% of students chose the MHU major based on personal desire, 59.5% were attracted to the major, 58.1% were motivated by skills in the field of Hajj and Umrah, and 59.5% wanted to gain more knowledge and information about Hajj and Umrah. Meanwhile, extrinsic motivation (motivation from external factors) includes job prospects (50%) and environment (62.2%).

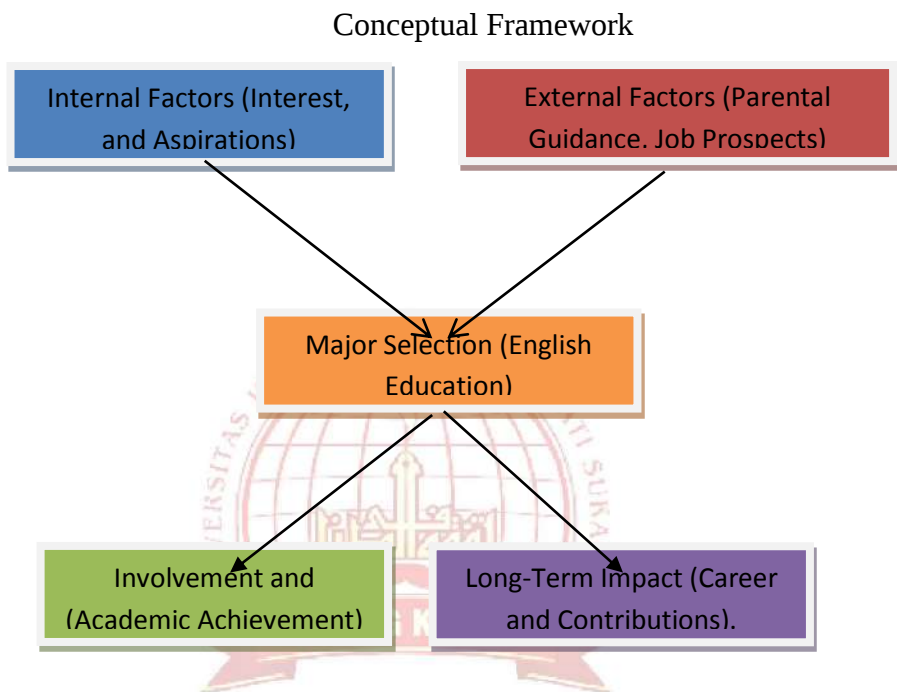
Fifth, Rusniar. (2019), "Analisis Motivasi Mahasiswa Memilih Prodi Pendidikan Agama Islam Di IAIN Kendari". This study aims to identify the factors and motivations that influence students in choosing the Islamic Religious Education program at IAIN Kendari. This is a qualitative study, with questionnaires as the main data collection tool, supported by interviews. The sample was selected using

purposive sampling. The results show that internal factors play a significant role, with an average score of 3.17 and a respondent achievement rate of 79.33%. Meanwhile, external factors have a lower influence, with an average score of 1.0 and a respondent achievement rate of 70.20%.

Based on previous research, there are similarities with the study to be conducted, particularly in terms of the theoretical review on motivation for choosing a major. Therefore, these earlier studies can serve as references for this research. However, these studies differ in terms of title, subject, method, location, and time of the research. These differences are expected to result in varying motivational reasons in the study that the author will

C. Conceptual Framework

Picture 2.1



Choosing a major in higher education is an important decision in a student's academic life, as it determines their level of engagement in learning, academic achievement, and future career direction. According to Super (1990) in the Life-Span, Life-Space Theory of Career Development, career decisions are influenced by the interaction between internal factors (the individual) and external factors (the social environment and employment opportunities). In the context of selecting English

Education as a major, both of these factors play a highly significant role.

Internal factors include students' interests, talents, motivation, and personal aspirations. Holland (1997), in the Theory of Vocational Personalities and Work Environments, explains that the compatibility between personality and the chosen field of study or profession affects an individual's satisfaction and success. Students who have a strong interest in language, literacy, and education tend to be more motivated to pursue English Education as their major. This strong interest enhances their engagement in the learning process and supports higher academic achievement. On the other hand, external factors such as parental guidance, societal expectations, and job prospects are equally important. The Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994) emphasizes that social support and environmental expectations significantly influence career decision-making. Parents often provide guidance and realistic considerations, such as job availability and career stability after graduation. In this regard, English Education is

considered to have promising prospects due to the growing demand for teachers, translators, and professionals in language-related fields.

The combination of internal and external factors ultimately leads to students' decisions when choosing a major. Selecting English Education is not merely an academic choice but also marks the starting point in shaping their professional path. Once the major is chosen, students' active involvement in academic and non-academic activities will influence their academic performance. In line with Astin's (1984) Student Involvement Theory, the higher the level of student engagement in academic activities, organizations, and relevant social experiences, the greater their academic achievement and personal development. Furthermore, choosing a major has long-term impacts on students' careers and contributions to society. English Education, for instance, opens opportunities for students to become teachers, lecturers, researchers, translators, or language specialists in various fields. This impact aligns with Krumboltz's (1979) Social Learning Theory of Career Decision

Making, which argues that learning experiences, opportunities, and environmental support shape how individuals contribute to the workforce and society. Thus, this conceptual framework illustrates that major selection is the result of a complex interaction between internal and external factors. Such decisions not only influence students' engagement and academic achievement during their studies but also carry long-term consequences for their careers and contributions to society.

