

ANALYSIS OF STUDENTS' MOTIVATION IN CHOOSING ENGLISH PROGRAM AT IAIN PAREPARE

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ABSTRACT

This study aims to describe students' motivation in choosing an English Program at IAIN Parepare. Motivation has an important influence on learning outcomes that will help students get jobs that match their expectations and desires. This encourages students to be more selective in choosing study programs because it will affect their future of the students. The type of research used is descriptive qualitative research design in the form of qualitative content analysis. Researchers collected data using observation and interview methods. Data analysis was obtained from interview results. Respondents to this study were 20 PBI students, 5 from each odd semester class. the difference between this research is that previous research used quantitative research with questionnaires as a data collection method, while this study used qualitative methods in which data were collected through an interview process. The results of this study indicate that each student has more than one factor that influences or motivates them in choosing the English Program. Major selection factor found in this study is a source of information and influence, job characteristics, financial considerations, suitability and interest, psychological or social benefits, characteristics of majors, and feeling challenged. The most common responses regarding the factors influencing students in choosing an English Program in this study were suitability and interest.

Keywords: English Study Program, Selection Factors, Students' motivation.

INTRODUCTION

Motivation is one of the important factors that affect learning and learning achievement. Someone who has motivation tends to devote all his abilities and potential to achieve goals. The higher motivation of the students will encourage high learning achievement as well. High motivation encourages students to study harder and enhance their learning frequency, so that their learning achievement also increases. This is in line with Harmer's statement, which says, the motivation that students bring to class is the single biggest factor that affects their success (Harmer, 2001). Parsons et al. have stated that motivation is an essential element of the learning process (Parsons et al., 2001). This means that only well-motivated students study well. Similarly, the motivation of students in choosing a study program. to be more selective in

choosing study programs because it will affect the future of these students. Accuracy in choosing a study program can determine student success. On the other hand, excellent opportunities for students will be lost due to inaccuracies in determining the program.

Many factors influence students in choosing a study program, according to Beggs, Bantham & Taylor are sources of information and influence, job characteristics, major characteristics, Compability and interest, psychological or social benefits and financial considerations (Beggs et al., 2008). If many students choose English programs not based on high motivation, there will be many obstacles, such as many students who take a long time to complete their studies, students are lazy or rarely go to college, take part in other college entrance selections, stop studying, and even go to college. drop out of college. The problems above can occur because they choose English program was not based on his own interests but was only used as an alternative. Based on the results of research in the surrounding environment, many students feel they have chosen the wrong study program due to various factors, one of which is a lack of insight into the study program. Many of them realized that after taking the program. They realized that their desires and abilities are not actually located in the English program, but in other program. Every prospective student in the selection of programs should have to adjust the abilities, interests, and motivation of chosen study program. Because it will be difficult to study a field of science in depth if the desire does not come from within.

Before choosing a program, of course, choosing a college is also an important thing to do. students must choose a college that can help them to prepare students to become members of the community who have academic abilities or professional abilities in applying, developing, and creating the knowledge they have acquired while pursuing a study program. There are many universities that can be chosen by students, one of which is IAIN Parepare.

Choosing the right program is important for the lives of individuals who will continue their education in college. Yazici and Yazici consider that the choice of major is decisive in life plans for the future, success, and position or career (Yazici & Yazici, 2010). Porter and Umbach mention that after graduation, the majors chosen will affect stability and job satisfaction, as well as opportunities and career rewards (Porter & Umbach, 2006). Tracey and Robbins stated that individuals who have an interest in a field of study tend to spend a lot of time doing activities that lead to increasing self-efficacy, thereby making the individual have more interest than before (Tracey & Robbins, 2006).

Beggs, Bantham, and Taylor consider that the right choice of major is the one that best helps students achieve their educational and post-education goals. Therefore, Beggs, Bantham,

and Taylor stated that a match between students' abilities and interests, as well as the abilities required by the majors, will be important attributes of the majors that are considered appropriate or good by students (Beggs et al., 2008). Thus, careful consideration is needed in determining the choice of majors in Higher Education.

In the process of choosing a major, adolescents who wish to continue their studies at the tertiary level may experience doubts about several majors at tertiary institutions. Through the factors of choosing majors, they can carefully consider which majors will be their top priority. When they apply to college, they are allowed to choose more than one major on the college registration form. Thus, they can determine their own majors which is the top priority that will be placed in the first order or next order.

English is one of the programs that are most in demand by students who will register at the campus, especially IAIN Parepare. The English program has many advantages that are the main attraction, such as an overseas student exchange program and various other activities that can increase their experience and insight, which can help them in the future to be able to enter the wider world. In addition to learning about English as a whole, students are also taught how to become good educators in transferring their knowledge or knowledge about English to their students in the future. Facilities and infrastructure at IAIN Parepare that can support the improvement of students' English skills are also one of the factors that influence students' interest in choosing English programs.

Based on the information above, it can be concluded that the factors in selecting majors in undergoing majors in college are important to a student's college life and a means of evaluation for improving the quality of majors in Higher Education. Because of that, the researcher wants to describe the various factors in the selection of majors in higher Education for new students. This topic is important to research because some important decisions taken when individuals enter the period of adolescence will be related to the individual's life in the future.¹⁰ To find out and describe student motivation in choosing English as a Study Program at the State Islamic Institute. Therefore, this research is entitled "Student Motivation to Choose English Study Programs at IAIN Parepare".

The choice of students in determining one of the study programs will be related to the achievements they get. Eggen & Don state that motivation is the force that energizes, sustains, and directs behavior towards goals (Marisda, 2018). This influences students to be more enthusiastic in developing their insights so that it is easier to achieve their goals. Motivation has an important influence on learning outcomes that will help students get jobs that match their expectations and desires (Long et al., 2013). This encourages students to be more selective

in choosing study programs because it will affect the future of these students. Accuracy in choosing a study program can determine student success. On the other hand, excellent opportunities for students will be lost due to inaccuracies in determining the program.

RESEARCH METHOD

This research uses descriptive qualitative methods because this research was conducted to reveal how students are interested in choosing an English program at IAIN Parepare. Qualitative research is research that produces and processes descriptive data, such as interview transcriptions, field notes, pictures, photos, video recordings, and so on (Poerwandari, 1998). This research is qualitative research because basically, this research aims to examine or examine an object in a natural setting without any manipulation of it, and the expected results are not based on quantitative measures, but on the meaning or quality of the observed phenomena.

In this research, researchers explored the factors that influence student interest in choosing an English study program at IAIN Parepare. The cases in this approach are limited by time and activity, and the researcher collects complete information using various data collection procedures based on a predetermined time.

FINDINGS AND DISCUSSION

Based on the research results obtained, the researchers grouped various responses into sub-categories so as to produce categories that could describe the factors in choosing majors at IAIN Parepare. Respondents in this study had different major selection factors, but there were also several respondents who had the same major selection factor and many even felt they had more than one major selection factor. In research based on interview results. Respondents who have more than one major selection factor can occur because of various things behind them such as family, friends, interests, talents, and even career plans or aspirations that each respondent has.

Overall responses were identified into several categories. Some of the categories include factors for selecting college majors according to Beggs, Bantham & Taylor. Factors for selecting majors according to Beggs, Bantham & Taylor are sources of information and influence, job characteristics, major characteristics, interest and suitability, and psychological benefits/social (Beggs et al., 2008).

Table 4.1 describes the factors for selecting majors in tertiary institutions that have been obtained in this study:

Response (Factor)	Subcategory	Category
Includes suggestions, recommendations, expectations, even the wishes and requests of parents or siblings	Influencefamily	Information Sources and Influence (Beggs, Bantham, and Taylor, 2008)
Includes the teacher's teaching stylePatient and make students comfortable	Teacher influence	
Include suggestions or recommendationsfrom other people (other than family)	Advice from peopleother	
Includes availability and job opportunities after graduating from a major	Jobs	Job Characteristics (Beggs, Bantham, and Taylor, 2008)
Includes aspirations or desire to work in a field or world of work	Type of work	
Includes abilities or skills that have been possessed	Talent	Compatibility and Interest (Beggs, Bantham, and Taylor, 2008)
Includes compatibility between abilities and individual interests	Interest and talent	
Includes compatibility between the desired majors and individual personalities	Matches personality	
Includes interest, interest, or passion in a major	Interest	
Includes potential salary or financial guarantees in the future	Earning Potential	Financial Considerations (Beggs, Bantham, and Taylor, 2008)

Includes positive emotions that will be felt by individuals when pursuing work that is useful for others	Psychological Benefits	Psychological Benefits (Beggs, Bantham, and Taylor, 2008)
Includes an individual's understanding of the basic knowledge of a department, as well as the desire to deepen the knowledge that has been previously obtained	Understand basic science	Characteristics of the Department (Beggs, Bantham, and Taylor, 2008)
Includes individual opinions regarding the reputation of a department	Reputation of study program	
Includes good achievement in a subject when sitting on a school bench related to the desired major	Maintaining previous achievements	
Includes the individual's desire to try new things or get out of the comfort zone	Trying new things	Challenging
Includes the individual's desire to choose certain majors that are considered challenging and require more struggle than other majors	Challenging	

The results of the responses in this study indicate that the factors for choosing majors in tertiary institutions are suitability and interest, job characteristics, major characteristics, sources of information and influence, psychological benefits, financial considerations, and feeling that the chosen major is a major that is considered challenging. Each response category has one or more sub categories within it.

The compatibility and interest categories received the most responses. In this category, there are several sub-categories obtained, namely talents, interests, talents and interests, and matching with personality. Based on some of these subcategories, interest is the highest subcategory. It can be seen from the 20 respondents, 19 of them chose the English major based on interest or interest. In the interview that was conducted by the researcher with sister Hikmah

who said that: *"Saya memilih jurusan pbi karena keinginan saya sendiri"* and the same thing was said by Andriani Safitri *"Karena saya suka dengan bahasa inggris, dan mendengar orang berbicara bahasa inggris jadi saya tertarik masuk di PBF"*.

Respondents think that having a passion, interest, or interest in a major is what drives them to choose the major they are currently pursuing. Not a few also feel interested in the major they are currently pursuing since they were in school. Regarding the results of the interview with Sister Hikmah

"Sejak duduk di bangkus SD hingga SMA saya merasa senang saat belajar Bahasa inggris dan saya selalu ingin mengembangkan kemampuan saya dibidang bahasa ini, apalagi setelah melihat banyaknya peluang kerja untuk jurusan ini jadi saya tidak ragu lagi untuk memilihnya"

In general, they express interest in a subject they have studied at school related to the desired major.

The category of job characteristics occupies the second position in the selection of majors. Of the 20 respondents, 18 of them chose based on job characteristics. In this category, there are two sub-categories obtained, namely, employment and type of work. Respondents with the type of work sub-category already have a description of the job or career goals they want to pursue after graduating from the major they will choose. They express their interest in working in a field. As said by Fadilah Maulana in an interview conducted by researchers: *"Karena bahasa inggris berkaitan dengan apa yang saya cita citakan yaitu menjadi pengajar bahasa inggris"* and so is sisterAndrianiSafitri Related, *"Berkaitan, karena keinginanku menjadi guru dan saya suka bahasa inggris jadi saya pilih PBI"*.

There are several sub-categories for the characteristics of the department, namely understanding basic knowledge, the reputation of the study program, and maintaining previous achievements. Respondents with this subcategory feel that understanding basic science in a department is an important factor in choosing a major in higher education. Some of them expressed their desire to deepen or continue the knowledge they had previously learned. As stated by respondent Arya Gemilang *"Karena saya menyukai bahasa inggris dan ingin memperdalam pengetahuan terkait bahasa inggris"* and the respondent, sister Erlinda:

"Saya memilih jurusan bahasa inggris karena saya lumayan tertarik untuk mempelajari bahasa inggris lebih jauh dengan harapan suatu saat nanti saya bisa berbahasa inggris dengan fasih".

Not a few also chose English majors based on the reputation of the study program, namely the accreditation of the department and seeing graduates from the study program they wanted to choose at that time. As stated by sister Hikmah of interviews with researchers *"Ya,*

mulai dari akreditasi hingga kualitas mahasiswanya". The category of sources of information and influence has several sub- categories, namely family influence, teacher influence, and suggestions from other people. Respondents with this subcategory feel that the family, especially parents, has a very important role in selecting majors at tertiary institutions. Family influence can be in the form of suggestions, recommendations, requests, and even the choice or will of the parents. There were some respondents who felt uncomfortable with their parent's choice, but there were also respondents who always tried to adapt to college life in the major their parents wanted. As revealed by sister Mariana from the results of the interview *"sebenarnya keputusan orang tua tapi makin kesini harus berusaha dijalani seolah olah pilihan sendiri, dan ternyata bisaji".*

In the category of psychological benefits, there were 3 respondents who revealed their factors in choosing this English study program. They choose this study program because of their own desires, but the difference is from the interest category, namely that they involve positive emotions that will be felt by individuals when they pursue work that is useful for others. He will feel happy and feel very useful if the knowledge gained can be shared or used for the benefit of other people. Muhammad

Miftahul Ikhsan in an interview conducted by the researcher:

"Iya, saya memilih prodi bahasa inggris karena saya ingin cakap dalam berbahasa inggris dan bisa membagi ilmu yang saya dapatkan kepada orang lain. Keinginan saya sangat sesuai dengan pekerjaan guru".

The challenging category has two subcategories, namely trying new things and challenging. Based on these two subcategories, the number of responses obtained by the challenging subcategory was 3 responses. Respondents with this subcategory feel challenged by the major they are currently pursuing. They feel that the chosen major is a major that requires more struggle than other majors, besides that there are also respondents who feel amazed by people who are good at English so they feel challenged and think why not for them and want to try it *"Tentu tapi saya tetap berfikir kenapa tidak untuk saya coba"*⁵⁵ expressed by sister Ayu Lestari and by Muhammad Miftahul Ikhsan respondent *"Karena bisa menguasai bahasa inggris itu keren menurut saya".*

Response category of financial considerations. In this study, this category only has one subcategory, namely, earning potential, with a total of 5 responses. Respondents with this subcategory have one major selection factor, namely, the salary is relatively large and in accordance with the expected field of work.

Discussion

The results of the study show that each respondent has several factors that influence the choice of majors in tertiary institutions. In general, the major selection factors described in the research by Beggs, Bantham, and Taylor appear in the results of this study, namely the suitability and interest categories, job characteristics, department characteristics, sources of information and influence, psychological/social benefits, and financial considerations (Beggs et al., 2008).

In the category of compatibility and interest, interest is the biggest factor that appears in this study. Tracey and Robbins state that individuals who have an interest in a field of study tend to spend more time doing activities that lead to increased self-efficacy, thus making these individuals more interested than before (Tracey & Robbins, 2006). Interest or interest in the major being pursued is important for every student to have. Gati et al consider that interest is the most important thing in career selection so that when working you can get good career opportunities and rewards (Putri, n.d.). Some respondents felt they had skills or abilities that were in accordance with the major to be chosen. The skills or abilities possessed are often referred to as talents. Michael states that talent can be interpreted as an individual's ability to perform tasks, either with training or without training. This ability can develop if the individual does the exercise well. Respondents feel able to go through lectures if they choose a major that suits their talents (Putri, n.d.). There are also respondents who feel they have both abilities and interests. Respondents felt more capable and confident when choosing the desired major. Beggs, Bantham, and Taylor stated that there is a match between students' abilities and interests (Beggs et al., 2008).

In addition to the compatibility between interests and talents, several other respondents felt that the desired major was in accordance with their personality of the respondent. Jones states that compatibility or suitability between student personalities and the chosen major is related to student success (Putri, n.d.). This shows that respondents are aware of the personality they have and can use it with their choice of majors to obtain the expected career. Astin argues that students with personality characteristics tend to choose certain majors (Porter & Umbach, 2006).

Occupational characteristics are one of the factors in choosing majors in tertiary institutions because some respondents are of the view that the major they are going to take is the first step in pursuing a career or job. In the type of work factor, respondents considered that the desire to be in a field of work or reach their goals was a factor in choosing majors in College. Collins

and Giordani's research found that the type of work is one of the factors that influence the choice of majors in tertiary institutions (Nugrahini, 2018).

Some respondents have the view that the potential or opportunity to work after graduating from a major in Higher Education is very important. Bubany found that getting a job after graduation is one of the goals expected by college students (Bubany et al., 2008). In this study, several respondents considered the availability of jobs in their area of origin in choosing majors at tertiary institutions. Not only do opportunities to work after graduating from a major, but respondents also expect the certainty of job availability until old age to be a major factor in choosing majors in tertiary institutions. Similar to these results, Beggs, Bantham, and Taylor view that guaranteed job availability is a factor in choosing a major.

In the category of department characteristics, respondents considered that an attractive offer in a major to be chosen was a major factor in choosing a major in higher education. Some respondent who understand basic knowledge in a department, have the desire to continue or develop the knowledge that was previously obtained at the Senior High School (SMA) / Vocational High School (SMK). They feel they have understood the basic science of the desired major in college. Beggs, Bantham, and Taylor state that students who understand the basic science of a major are considered to have taken the basic courses in the major in Higher Education (Beggs et al., 2008).

For respondents who had good achievements in a subject when they were in school, the desire to maintain their achievements was a factor that influenced the choice of majors in tertiary institutions. Furthermore, respondents choose majors related to these subjects. They find it easier to accept lecture material because they have had good achievements at the previous level of education. Beggs, Bantham, and Taylor stated that some students have the desire to maintain high average grades in class (Beggs et al., 2008). In addition, Malgwi states that there are similarities in the eyes lessons at the previous level of education are factors that influence the selection of majors in tertiary institutions (Malgwi et al., 2005).

The reputation of the department and the ease of obtaining a degree in the department were expressed by several respondents. Similar to these results, Beggs, Bantham, and Taylor stated that the reputation of the department and the ease of obtaining a degree in a major also became one of the factors in choosing majors in tertiary institutions (Beggs et al., 2008).

For some respondents, sources of information and influence in the form of information such as suggestions or advice from other people, even advertisements from various media are factors in choosing majors in tertiary institutions. Respondents stated that the major they were pursuing was a suggestion, choice, or even a request from their parents/siblings. The role

of parents has great power in choosing a major (Beggs et al., 2008).

Most parents who come from collectivist cultures have planned career paths for their children who are in their teens; they even tend to feel ashamed and guilty if specific career paths are not followed by their children (Duffy & Dik, 2009). Not only the influence of parents, in this study, the teacher can have a direct or indirectly influence on the choice of majors. Several respondents stated that they wanted to choose this major because they felt interested and comfortable with teaching teachers at their previous level of education. A respondent considers that suggestions from other people are a factor in the selection of majors in Higher Education, although it does not mention whether the person is from family, friends, or the surrounding environment. Thus, some of them felt that they had no interest in the major they were pursuing. Descriptions of the compulsion of respondents to undergo majors were found in this study, but some of them did not include clear reasons. Most of the respondents in this category did not state the reason for being forced to choose a major in Higher Education. There were also those who stated that the major was the choice of their parents or did not qualify for other majors (study programs).

The understanding of some respondents indicates that the work that will be carried out after graduating from the chosen major is a noble job such as helping or assisting others. Motivation to help or also called pro-social motivation illustrates that the chosen major is considered as an interest in social calling (Skatova & Ferguson, 2014). They feel that they have a meaningful life when they can be useful to others. Duffy and Dik state that some students use their enthusiasm to serve others without even considering materialism or money. They will get satisfaction through their deeds to the world, not because of income or social status (Duffy & Dik, 2009).

This study also found descriptions of respondents who thought that the majors chosen were majors that had challenging characteristics and required struggle, both in lectures or to complete them. In addition, they also have a curiosity to try new things, in this case, new knowledge. Several respondents belong to the category of financial considerations. The respondent has several factors in choosing a major and one of these factors is the opportunity to get a large salary when working in the expected field. Yazici and Yazici state that future income expectations are a factor in selecting majors in tertiary institutions (Yazici & Yazici, 2010).

CONCLUSION

Based on the research results obtained, the researcher concludes that several factors influence major selection in tertiary institutions. This study identifies factors that have been previously recognized in academic literature, as well as discovers new factors revealed through this research. The identified factors for major selection include sources of information and influence, job characteristics, financial considerations, suitability and interest, psychological or social benefits, and major characteristics. Additionally, this study also found supplementary factors such as feeling challenged by new things and selecting majors due to external pressure without clear reasoning. From the categorization of responses obtained, the suitability and interest category showed the highest response frequency. Within this category, the interest subcategory emerged as the most dominant factor influencing major selection decisions. After attending lectures in their chosen major, students reflect on new experiences or information gained, which subsequently forms feelings of satisfaction or dissatisfaction with their major. Three main factors emerged from student responses: factors originating from individuals themselves, facilities provided by the department, and the learning environment. These research findings provide a comprehensive overview of the complexity of decision-making processes in major selection and students' evaluation of their choices after experiencing the learning process.

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