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Seven Motivations of Students Selecting Department of Islamic Teaching Education in Public University

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1. Introduction

The discussion about self-motivation is always interesting to be learned because it is directly related to every human personality. Psychologists like Maslow (2000); McClelland (1987); Gardner (2001); Robbins & Judge (2008); Zohar & Marshall (2004); Goleman et al. (2013); Herzberg (2017) are psychologists who have discussed research related to self-motivation. Some of the self motivation study, for example, the relationship between motivation and work ethic or one's work outcomes, in the context of education there are also various studies such as the relationship between motivation and enthusiasm or student learning outcomes, as well as various other self motivation study themes.

Maslow (2000) argues motivation is a power that arises in a person, with the power to encourage someone to do something. Motivation can also be interpreted as an internal condition that arouses a person to act, encourages people to achieve certain goals, and keeps someone interested in certain activities that they have chosen. (Herzberg, 2017; McClelland, 1987; & Gardner, 2001).

While Robbins & Judge (2008) motivation is a drive that arises both from internal and external in a person who can be seen with the desires, interests, encouragement, needs, hopes, ideals, appreciation, and also respect. Zohar & Marshall (2004) explain that motivation is the encouragement or cause for someone to carry out an activity to achieve the goal. Based on expert opinion as stated above, then motivation is generally a condition that encourages, stimulates or moves a person to do something or an activity that is done to achieve the goal, the impulse can arise from within a person or influenced by external circumstances or surrounding environment.

Related to the issues raised by the author in this study, as is well known that in the world of education the students always experience a transition at every level of education they go through. Usually the transition from one level to the next is always through various methods and tests that are available. For students who continue their studies in universities, in addition to being required through a rigorous and lengthy selection

process, students are also required to choose a major or study program they take must be based on their own self motivation and according to the talents and interests that are favored . According to Winkel (2005) a student mistake in choosing a study program in a university has an impact on the results of his studies in the future, even also come out without getting a degree. Thus according to the author, because of the enormous role of motivation for a student in achieving success in education in public university, studies related to background and motivation of students in choosing the department to be followed need to be discussed and researched.

Related to the motivation of students to select department of Islamic teaching education in public university as the issues raised and discussed in this study, the writer needs to explain that there are only three Public Universities (PTU-N) in Indonesia which have department of Islamic teaching education, namely Putra Indonesia University (UPI) opened in 2008, Jakarta State University (UNJ) opened in 2015 and Padang State University (UNP) opened in 2017. If we look closely at department of Islamic teaching education in public universities, it is been running for 12 years until now, even in Padang State University department of Islamic teaching education is still in the accreditation process. The interesting fact is the number of people who choose this department from 2017 to 2019 is increasing.

**Table. 1. Enthutiasts Description
of Islamic Teaching Education Department at Padang State University**

Enthutiasts description of Islamic teaching education department at Padang State University				
No	Year	Enthutiasts	Received	Rejected
1	2017	800	160	640
2	2018	1,250.	186	1,064
3	2019	1,310.	163	1,147
4	Total	3,360	509	2,851

Based on table 1 above, the author can explain that the number of enthusiasts in Islamic teaching education at Padang State University has increased every year, in other words this department has extraordinary appeal, although this department is relatively new when compared to the department of Islamic teaching education in Islamic state universities such as State Islamic University (UIN), Islamic State Institute (IAIN), Islamic High School (STAI), Institute of Al-Qur'an Science (IIQ), Al-Quran Science High School (STIQ) as well as other private universities which are very popular in Indonesia.

If the phenomena and data above are analyzed, it will certainly raise a variety of big questions academically, for example, what is the motivation of students to select this department in public university? Why don't they choose this department at Islamic institute? According to author the questions need to be answered academically by conducting various studies specifically related to the issue that is being written by the author.

Research related to the issue of student motivation selecting public universities has been widely studied by previous researchers such as Arif (2013); Copriady (2014); Silaban et al. (2016); Umboh et al. (2017); Riezky et al. (2017); Wibowo (2018), but the researchers above only focus on the problem of the relationship between students' self motivation and learning outcomes while research that specifically discusses the students motivation to select Islamic teaching education has not been found. The fundamental difference of this research with previous research is that the researchers previously discussed motivational studies after students actively belong to universities as college students, but in this research, the author discuss the motivation of students before entering the public universities.

2. Literature Review

As the author pointed out in the background of this article that the motivational aspect in a person is always directly related to all activities and what have they done (Nalim, 2015). Fact according to Goleman et al. (2013) various kinds of activity carried out by humans is inseparable from what motivates them to do the work, self-motivation will lead someone to continue to achieve success, high commitment, be proactive, always seize the opportunities that exist and behave istiqamah to get to the goal achieved, even though there are various obstacles. Different circumstances and conditions will occur when someone does a job not based on a strong self-motivation, the situation will affect unpleasant emotions such as annoyance, anger, sadness, lack of enthusiasm in doing something (Rakes & Dunn, 2010; Murniyetti et al. 2016; Damri et al. 2017). Because according to McClelland (1987) every human being has a need to be able to excel, the need for achievement encourages people to strive for success.

Basically there are various reasons and motivations for someone to make a choice in various fields of disciplines. According to Susilowati & Pratiwi (2018) learning something that is not based on self motivation also no support of talents, interests and abilities will have an impact on unpleasant emotions. For example a student, who chooses a study program based on the wishes of his parents, joins a friend or it may be just to avoid rather than not continuing his education at universities. According to Hsu research (2010) the impact of low motivation in learning resulted in academic achievement degradation, if this condition continues it will

result in the low quality of educational department graduates. It will also have an impact on the low competitiveness of a person in working world (Noe et al. 2015).

Related to the issues raised by the author in this study, as is well known that in the world of education the students always experience a transition at every level of education they go through. Usually the transition from one level to the next will go through various methods and tests that are available. For students who will continue their studies in universities, in addition to being required through a rigorous and lengthy selection process, students are also required to choose the study program based on their self motivation and also suited to their talents and interests. According to Winkel (2005) a student mistake in choosing a study program at university can have an impact on the results of his studies in the future, also come out without getting a degree. This means that the motivational aspect of students before entering university will determine how they live their academic life on campus, and even get attached to their careers after graduation.

3. Methodology

This study uses qualitative method with case study approach (Baxter & Jack, 2008; Yin, 2011; Crowe et al. 2011). Sources of data taken from thirty informants through in-depth interviews selected using *purposive sampling* techniques, while the selected informants have met four criteria : understanding well the problem under the research, still active in the field of the research, have time to provide information to researchers, and provide information in accordance with facts that occur in the field (Sugiyono, 2014). To fulfill the criteria as an informant, all informants were active students who chose the department of Islamic teaching education at Padang State University in the year of 2017, 2018 and 2019. After the interview was taken to all informants, a transcript process was carried out then the writer took the themes in accordance with research needs. The process of analysis using the NVivo 10 qualitative analysis software Boyatzis (1998); Clarke & Braun (2013); Syafril & Yaumas (2017); Engkizar et al. (2018); Amnda et al. (2020) Eriyanti et al. (2020) & Maputra et al. (2020) thematic analysis with NVivo software is an effective way for a researcher to analyze the results of an interview so that it can be seen in detail.

4. Findings

4.1 Student motivation selecting department of Islamic teaching education

Based on the results of interviews conducted with thirty informants, the results of the analysis clearly found that there are seven important themes related to what is actually the motivation of students to choose the department of Islamic teaching education. The seven themes can be seen in Figure 1 below.

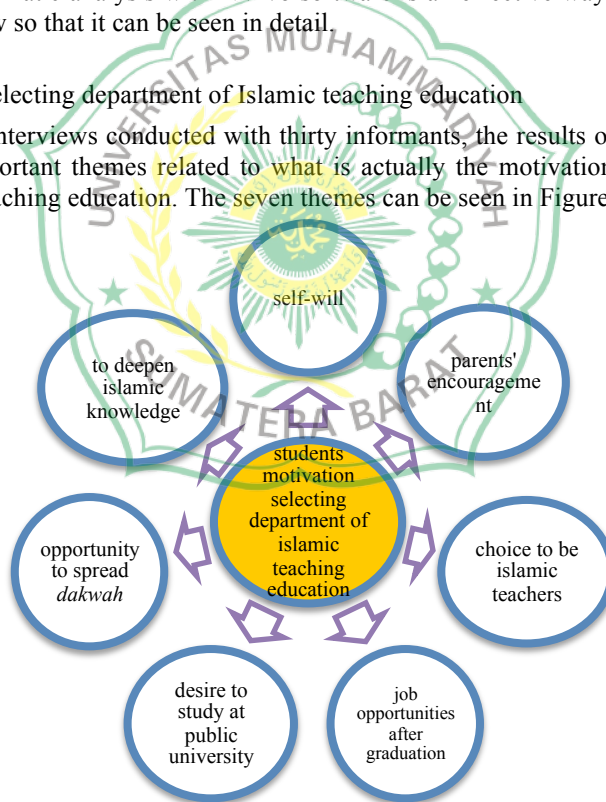


Figure 1. Description of Student Motivation Selecting Department of Islamic Teaching Education

Based on picture 1, the author can explain that after an in-depth interview with the informant, there are seven motivations of students to select department of Islamic teaching education, the seven themes are i) self-will, ii) parents' encouragement, iii) choice to be Islamic teacher, iv) job opportunities after graduation, v) desire to study at public universities vi) opportunity to spread *dakwah*, vii) to deepen islamic knowledge. Interestingly the author will describe excerpts from interviews with informants based on the seven themes as explained above. The interview description that the author will display is a short statement from the informant when the interview is conducted. The excerpts of the interview, although conveyed by the informants in a slightly different language editor, actually have more or less the same purpose.

First theme that is self-will, according to the informants, one of their motivations selecting the department of Islamic teaching education was because of their own will, even some informants had wanted to become an Islamic teacher before entering the world universities. This theme was stated by informants 16, 19, 14 & 20 as the interview excerpt in the following table 2:

Table 2. Excerpts of the First Theme Interview

Theme	Informant	Interview Excerpt
Self-Will	16	<i>My motivation is because of my own desire to focus on this profession, ...</i>
	19	<i>From the beginning, I was interested in Islamic education teacher, that was my own wish to study in this department.</i>
	14	<i>... because of my own desire from the beginning I want to be Islamic teacher</i>
	20	<i>... indeed I want to be an educator in the Islamic teaching education department</i>

Second theme is the encouragement of parents, according to informants the encouragement of parents is among their motivation to choose this major. The informant also stated that at first they were not interested, but after there was encouragement and motivation from parents, they were interested in making the choice to select the Islamic teaching education department. This theme was stated by informants 2, 5, 7 and 9 as interview excerpts in table 3 below:

Table 3. Excerpts of the Second Theme Interview

Theme	Informant	Interview Excerpt
Parents encouragement	2	<i>, ... Initially I wanted to enter the economics department and animal husbandry department, but did not pass the exam, ... after that my parent suggested to take this department,</i>
	5	<i>, ... my parent want their daughter to be an Islamic teacher</i>
	7	<i>, ... My parent suggested selecting Islamic teaching education,</i>
	9	<i>Among my motivations, yes, because of parents encouragement, ...</i>

Third theme is the choice to become Islamic teacher, this theme is actually interesting because the informant has chosen a career and determined self-development as Islamic teacher. According to the author, this principle must exist in every prospective student before selecting a department in universities, it means that choice of department taken by the student concerned at career and professional goal to pursue his future. This theme was stated by informants 3, 7 & 22 as the interview excerpt in the following table 4:

Table 4. Excerpts of the Third Theme Interview

Theme	Informant	Interview Excerpt
Choice to be Islamic teacher	3	<i>... from the beginning I have decided to be an Islamic teacher, and of course this department is the right choice for me to help me in the future, ...</i>
	7	<i>There are many teacher professions in the world of education, but I have chosen to become an Islamic teacher as a career, ...</i>
	22	<i>The department of Islamic education is the department that I had planned from the beginning, because I had chosen a career as an Islamic teacher at school</i>

Fourth theme is job opportunities after graduation, according to informants, the Islamic teaching education department has a great opportunity to get a job in the world of work, moreover this department exists at all levels of education and spread in all corners of the region both cities and villages. This theme was stated by informants 1, 6, 8, 10, 11, and 16 as interview excerpts in the following table 5:

Table 5. Excerpts of the Fourth Theme Interview

Theme	Informant	Interview Excerpt
Job opportunities after graduation	1	<i>, ... in my area the employment opportunity to become a teacher of Islamic education was very large, ...</i>
	6	<i>I was advised by several people that the opportunities for this department's job opportunities are very broad in the future, ...</i>
	8	<i>Islamic teachers religious education teachers are needed currently, that's why I chose this department, ...</i>
	10	<i>I see in my village there are not many Islamic teachers, so I think in the future there will be many opportunities for this profession.</i>
	11	<i>, ... after I saw and noticed it seems that the Islamic teaching education teachers is among the most needed by the community.</i>
	16	<i>The subject of Islamic starts from an early age, of course all children will</i>

learn religion starting from PAUD (early childhood education) to highest education, so Islamic teachers are the first teacher needed.

The fifth theme is desire to study at state universities, as known that Islamic teaching department usually only exist in Islamic public or private universities under the auspices of the Ministry of Religion, according to informants Islamic teaching education department at Padang State University is an opportunity for them to attend Islamic teaching education department in a public university. In addition, the tuition fees at state universities compared to the private sector are relatively cheaper. This theme was stated by informants 12, 13, 15, 17 & 18 as the interview excerpts in table 6 follows:

Table 6. Excerpts of the Fifth Theme Interview

Theme	Informant	Interview Excerpt
Want to study at state universities	12	<i>With the Islamic education teacher majoring in Padang State University, the opportunity for me to choose a major in religion in public tertiary institutions is open, so I took this ...</i>
	13	<i>, ... I want to major in religion but I want to be in state universities</i>
	15	<i>... the cost of education in public universities is relatively cheaper compared to the private sector, ...</i>
	17	<i>... before this department did not exist in public state universities, with this department Padang State University wanted to qualify as a student here</i>
	18	<i>..., in my opinion studying in state universities is still different from the private sector, ... especially in Sumatra majoring in Islamic education teacher the only one is here, ..</i>

The sixth theme is the opportunity to spread *dakwah*, according to informants majoring in Islamic education teacher education is not only focused on formal learning, but has many opportunities in various other educational situations. As it is known that in the context of Islamic education, Islamic education teachers also play the role of preachers in the midst of society, this theme is conveyed by informants 4, 23 & 28 as seen in the interview excerpt in the following table 7:

Table 7. Excerpt of the Sixth Theme Interview

Theme	Informant	Interview Excerpt
Opportunity to spread <i>dakwah</i>	4	<i>By choosing department of Islamic teaching education, I have the opportunity to spread the <i>dakwah</i> of Islam itself.</i>
	23	<i>Besides being able to teach in formal schools, this profession also provided an opportunity for me to spread <i>dakwah</i>.</i>
	28	<i>Motivation to spread <i>dakwah</i>, because a teacher in Islam is also a <i>dakwah</i> preacher.</i>

Seventh theme is to deepen Islamic knowledge, according to informants their motivation to choose this department was driven by curiosity to explore Islamic science, related to this theme of course the department of Islamic teaching education was the right choice, because the focus of courses in this department was indeed various things assembled with Islamic knowledge as a whole, this theme is conveyed by informants 13, 26, 30 as seen in the interview excerpt in the following table 8:

Table 8. Excerpts of the Seventh Theme Interview

Theme	Informant	Interview Excerpt
To deepen Islamic knowledge	13	<i>Because I love Islamic matters, besides enjoying the material, I can also deepen my knowledge as a provision for me when I become an Islamic teacher after graduation, ...</i>
	26	<i>One of the departments that study religious material is the Islamic teaching education, ... that is why I chose this major and profession</i>
	30	<i>Actually, I always enjoyed studying religion, now I want to learn more, and of course this department is the right choice for me, ...</i>

5. Discussion

Actually research and issues relating to aspects of motivation in education have been widely studied in the world of education, especially in the learning process in the classroom. However, previous studies only focus on the motivational aspects of students or students after going through a learning, for example the results of research on the relationship of teacher competence with learning outcomes Yusnita et al. (2018); or the relationship of learning media with interest in learning Zafirah et al. (2018); Agusti et al. (2018), and the relationship of parental support to learning motivation Hasanah et al. (2019), then the relationship between motivation and learning outcomes Hamdu & Agustina (2011); Zanthly (2016). All the results of the above studies conclude that, in principle, the motivational aspects of a student in learning have a very significant relationship in determining the success of completing education.

As the author mentioned earlier that basically motivation does not only appear after someone entering the world of learning but motivation has arisen when someone determines his choice to do and pursue a profession because these choices will determine how his career in the future. As stated Dariyo (2004) someone will have high motivation to learn if they realize and understand the goals to be achieved in the future. This means that aspects of motivation have appeared before someone does a job that will be done.

Related to student motivation in selecting Islamic teaching education department in public university, the results of this study clearly found seven important themes that actually underlie the reasons of students selecting this department. Interestingly, the seven findings of this study will be discussed based on the theory, expert opinion and the results of previous studies that discuss this problem in more or less the same context and issue.

First is self-will, self-motivation is the key for someone to pursue profession they want in the future. Especially in the context of education, self-motivation cannot be separated from a student both when determining the chosen majors and while undergoing the chosen education. According to some previous studies like Daniela (2015); Hashemian & Heidari (2013) concluded that, students who have High self motivation in undergoing his education has shown better results in the aspects of grades and academic achievement in universities. Wang et al. (2008) students who have high self-motivation in taking their education are proven to be quicker to adjust, try to learn independently and can complete their studies on time. While Jozsa & Molnar (2013) found a significant relationship between self-motivation with the success of one's education, even it will also have an impact on motivation to find the right job according to a degree that has been obtained.

Based on some of the results of the research above, it is increasingly clear that aspects of self motivation such as the existence of one's own desire to pursue a field of work have proven to have a profound impact on an individual both while carrying out the profession and after completing it. The findings of the first theme in this study are supported by the results of the study Wibowo (2018) which concludes that a student's motivation in choosing a major is very influential on the learning achievement. While Haristi et al. (2015); Ruswandi (2018) most students who majored in universities are motivated by self-motivation, such as the prospect of the chosen profession having great opportunities in the future.

Second is parents' encouragement, according to some informants beforehand, they were less interested in majoring in Islamic religion teacher education, but after discussions with parents they were finally interested in choosing this profession as their career after graduating from college. The importance role of parents to discuss with children in directing their careers and future is truly needed; because children need to reap the experiences of adults and parents is the first teacher for a child to gain experience. The important role of parent to motivate and play an active role in directing a child's career has been proven by research Taylor et al. (2004) which concludes "without parental approval or support, students and young adults are often reluctant to pursue-or even explore-diverse career possibilities. Likewise with conclusions Perkins & Peterson (2005) "Through career planning with a parent, adolescents in Grade 12 showed greater career certainty, less indecision, more career salience, and stronger ego identity". Basically, parental support is needed for children in designing their careers and future in the future.

Third is the choice to become an Islamic teacher, this finding according to the authors is a very interesting theme, not everyone is interested in becoming an Islamic teacher, because choosing a career as a religious teacher has a greater challenge compared to other subject teachers. In the context of the Islamic religion the teaching profession is one of the most glorious professions, the glory of the teacher in the Islamic context as described by the Imam Al-Ghazali (1982) is a person who provides the use of life in the world and the eternal life of the hereafter to students, to achieve these goals, let the teacher emulate how the Prophet Muhammad has exemplified how to become a teacher for children, students, friends and teachers of all people. Imam continued Al-Ghazali (1982) explaining being a teacher is like a farmer caring for his plants, every time he sees a stone or plant that endangers his plants, he immediately pulls it out and throws it away. Furthermore, these farmers also always water their plants so that they can grow well and are maintained, so that they are better than other plants. In other words the profession of Islamic teacher is not only a daily task, but also a personal, moral, social responsibility as well as developing the teachings of religion itself.

According to Ahmad & Siregar (2015) there are eleven characteristics of a noble teacher in the Islamic context, first, reproving mistakes through innuendo, second, having patience in teaching, third, not adding lessons before students understand, fourth, having principles, fifth, being wise and compassion, sixth, being an example, seventh, giving lessons according to the level of the students understanding, eighth, giving clear and bright lessons, ninth, respecting the teacher's code of ethics, tenth, intelligent and eleventh, perfect sense. The analogy of a teacher from Imam al- Ghazali and the nine descriptions of the teacher's duties and responsibilities as described above, it is possible to say that the teaching profession is one of the noblest jobs. Because according Kasmar et al. (2019) there are only two jobs in this world, the first is to become a teacher and the second is the work apart from the teacher itself, because everything starts and is started by a teacher

and there is no other job in this world without learning from a teacher. Referring to the concept of the teacher above at least that enthusiasm and hope has begun to be seen among the prospective teachers of Islamic education involved in this study.

Fourth is a job opportunity after graduation, as it is known that in the national education system Islamic teaching education materials must be followed and studied by all students starting from elementary to university level, with this regulation all educational institutions both public and private require Islamic teachers to teach. The need for Islamic teachers is not only needed by formal education institutions, but also highly needed by non-formal educational institutions such as the Al-Quran Education Park (TPSA), the Al-Quran Arts Education Park (TPSA), and Madrasah Diniyah Awaliyah (MDA). Even today with the emergence of various non-formal Qur'an educational institutions such as the House of Tahfiz Al-Quran also provides a great opportunity for those who choose the profession as Islamic teachers. This opportunity is actually the basis motivation by most informants selecting the majors of Islamic teaching education.

The high demand for Islamic teachers in the world of education is supported by data based on the Ministry of Religion through the Director of Religious Education Islam, that currently there is still a shortage of Islamic teachers for elementary schools (SD) 3,494 people, junior high schools (SMP) 2,218 people and high schools (SMA) 3,598 people. Even this shortfall is also predicted to increase along with the opening of new schools and the number of teachers who will experience retirement every year (Ministry of Religion of the Republic of Indonesia, 2020).

This fourth motivation is supported by research Risnawati & Irwandi (2012) who found many factors underlying the decision of students selecting department in higher education institutions, including the large opportunities for finding work after completing education. In fact, according to some informants, graduates of Islamic religious education teachers are not only focused on becoming an Islamic religion teacher, but can also pursue a career in many professions, including as lecturers at universities, children's counselors, business owners where Islamic children play and other social work engaged in the field of education.

Fifth is desire to study at public universities, according to the informant among the advantages of studying at public universities is related to the low cost of education, better facilities, campus reputation and departmental accreditation and of course the availability of various scholarships offered. Related to tuition fees is the first thing that is considered by each prospective student, usually each prospective student is more inclined to find a campus with the application of affordable education costs so that the continuity of education is not interrupted in the middle of the road. The low cost of education in public universities is caused by the implementation of the Single Tuition Fee (UKT) system, meaning that every student is charged with tuition fees based on parents' income,

Furthermore, related to campus facilities is also a special concern, because according to the informants, campus facilities are very supportive and accommodate all the needs of students both in the academic field and in the field of talent and interest development. Typically in public tertiary institutions students will get complete campus facilities such as libraries, laboratories, sports and arts facilities and wifi networks as well as several other facilities. As for the availability of various forms of scholarships, it is also a motivation and attraction for students, especially at Padang State University itself, the academics will offer various forms and sources of scholarships for students including Regional Development Bank (BPD), National Saving Bank (BTN), Bukopin Bank, National Amil Zakat Agency (BAZNAS), Regency and City Regional Government Scholarships throughout West Sumatra, Bulog Scholarships, Academic Achievement Improvement (PPA), PT Semen Padang Scholarships and various other scholarship offers. Of course all the advantages of facilities available to students in public universities as the author has explained above are open to all students if they have been registered as students of Padang State University, including students who choose department of Islamic teaching education.

Sixth is an opportunity to spread *dakwah*, in order to realize the goals of national education number 20 of 2003, which the realization of the potential of students to become people who believe in and fear of God Almighty, have noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. So the profession of Islamic teachers is the foremost individual who must be given responsibility for these achievements, because the goal of godliness is the main target to be addressed. Thus according to the author, the motivation as a preacher in the soul of Islamic religious education teachers is very linear with the aim of national education. In other words, ideally an Islamic religious education teacher does not only carry out the tasks of bureaucratic formality, but also includes the task as an interpreter of Islamic teachings because there are at least three main tasks of the teacher's professional, humanitarian, and social duties. Teacher profession as a preacher aims to realize the teachings of the Qu'ran and the Sunnah in the midst of society, avoiding people from heresy such as animism and dynamism and other teachings that are not justified by Islamic teachings (Amin, 2009).

Another challenge for Islamic religious education teachers as *da'wah* preachers is the growing influence of globalization in all sectors of Muslim life so that it impacts on the weakening of Islamic values itself (Jaafar et al. 2020). That is precisely the task of educators as heirs of the prophet in essence to carry out the mission

of rahmatal lil-'alamin which is a mission that invites humans to submit to and obey God's laws, in order to obtain the salvation of the world and the hereafter. To carry out this task, educators must start with amar ma'ruf nahi mungkar, making the principle of monotheism as a center for spreading the mission of faith, Islam and ihsan, the strength developed by educators is individuality, social and moral (Ramayulis, 2002). If motivation as a preacher can be maintained permanently by students majoring in Islamic religious teacher education so that they truly become teachers, then it is believed that the next generation of Indonesia will become a generation of hope, possessing strong faith and devout qualities, having noble, healthy, knowledgeable knowledge. , competent, creative, independent and be a democratic and responsible citizen. Such conditions will have positive implications for the order of family life, society, nation and state. Be independent and be a democratic and responsible citizen. Such conditions will have positive implications for the order of family life, society, nation and state. be independent and be a democratic and responsible citizen. Such conditions will have positive implications for the order of family life, society, nation and state.

Seventh is to deepen religious knowledge, according to informants their motivation to choose Islamic religious education because they are happy and determined to explore Islamic knowledge, this is one of the motivations of the students to choose Islamic teaching education. Because in general the subject matter and supporting of this department are studies that are directly related to Islamic studies both classic to contemporary issues. Among Islamic courses majoring in Islamic education teacher of Padang State University are Ulumul al-Quran, Usul Fiqh, Tawheed and Kalam Science, Islamic Fiqh, Islamic Cultural History, Islamic Philosophy, Nahwu Science, Neuroscience, Ulum Al-Hadis, Fiqh Muamalah , Philosophy and Islamic Education, Islamic Psychology, Sufism and Spiritual Education, Interpretation and Interpretation, History of Islamic Education, Arabic, Khattul Arabi, Fiqh Munakahat and Mawaris, Contemporary Fiqh, Islam and Science, Religious Research Methodology, Hadith, Islam and Social Sciences, Da'wah, Comparative Study of Religion, Sirah An-Nabi Muhammad SAW, Islamic Philology. This means that there are thirty Islamic studies courses that will be studied and explored by students during the education period.

All of the above courses aim to achieve the vision of this department which is to become a leading education center in preparing Islamic religious educators who are reliable and based on Islamic values that Rahmatan li al'alamin. The above vision is realized by carrying out five missions namely i) carry out superior, professional, characterless education and have in-depth knowledge in their fields in order to produce graduates who are able to compete at the local, national and regional levels, ii) carry out research in the context of scientific development and innovation in the field of Islamic-based education, iii) develop devotion to superior community in the field of Islamic religious education, iv) improving the governance of Islamic religious education study programs, v) increasing cooperation with stake holder in the field of Islamic religious education. With this vision and mission, it is expected that graduates of Islamic religious teacher education will have three competencies, i) preparing experts in the fields of Islamic sciences and Islamic Religious Education who are superior, intelligent, possessing religious spirituality, skilled and polite in character, grace , tolerant, able to compete at the local, regional, national and international levels and have social responsibility in the framework of honoring oneself to Allah SWT, ii) prepare experts who are able to develop science, technology, and art related to Islamic Science both through research and through other scientific activities, iii) produce graduates who are creative, critical-minded, and dynamic and able to create jobs.

6. Conclusion

This research has succeeded in uncovering the seven motivations of students in choosing the department of Islamic religion teacher education in universities. The seven motivations are self-will, parents' encouragement, choice to become an Islamic teacher, job opportunities after graduation, desire to study at public universities, the opportunity to spread *dakwah*, and to deepen religious knowledge. Indeed, for a prospective teacher the motivational aspect is so important, because this profession has a great responsibility in building civilization and educating the nation's children, because teachers are a noble profession. Because there are only two jobs in this world, the first is to become a teacher and the second is the work other than the teacher itself, because everything starts and is started by a teacher and there is no other job in this world without learning from a teacher. At least this research can be used as a basis and reference for future researchers to examine this problem in different contexts and issues.

6.1 Recommendation

Research on students 'motivation of Islamic Teaching Education Department of Islamic Education in higher education has not been much studied by previous researchers. The results of research as the author has done this is just the initial research, at least these results can be the basis for subsequent researchers to examine different issues related to this problem, for example how is the relationship of motivation with the way and interest in student learning in class? how does motivation relate to learning outcomes? The relationship of learning motivation to student careers after completing college, as well as various other issues relevant to this context.

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