MOTIVATION OF NEW STUDENTS OF CONTINUING EDUCATION TO STAI ALHIKMAH JAKARTA

Taufik Abdillah Syukur
UIN Syarif Hidayatullah Jakarta Dpk STAI ALHIKMAH Jakarta, Indonesia
email: taufik.a@uinjkt.ac.id

Abstract: This study aims to determine the motivation of students in continuing their education at STAI ALHIKMAH Jakarta. The type of research used is field research using qualitative methods. The results showed that the majority of new students from the 2021/2022 class had intrinsic motivation in continuing their education at STAI ALHIKMAH Jakarta.

Keywords: Motivation, Education, Students, STAI ALHIKMAH Jakarta

INTRODUCTION

The existence of the Islamic College of Religion (STAI) as an institution for instilling values and forming attitudes and character, can be one of the choices for prospective students in continuing their education. Not only limited to religion-based schools or Islamic boarding schools, but STAI also does not hesitate to accommodate prospective students who have graduated from public schools. This of course gives birth to a view that there is equality between STAI and public tertiary institutions.

In addition, STAI as part of Islamic education develops along with the dynamics and changes in social institutions. If he can follow the rhythm of change, then he will survive. Conversely, if it is slow, then sooner or later it will fall behind and be left on the runway (Samsul Nizar and M. Syaifudin: 2010).

When talking about a change, one aspect that is considered fundamental is the issue of competence and output. It is said so because the progress and development of an Islamic or general university cannot be separated from the contribution of graduates who have competence in their fields. For example, in the field of teaching, many outputs from STAI are professional teachers. They have the mentality of an educator, mastering good and unconventional teaching materials, methods, approaches, and strategies so that they can create an active, creative, innovative, and fun learning atmosphere. Thus educators like this can be said to be successful. If so, in its development there will certainly be a view in the community that STAI graduates are professional and competent in their fields.

When this positive view develops in the community, parents whose children are still attending high school or aliyah will feel interested in developing their children's education at STAI. With this growing interest, of course, in the future, it will enhance the reputation of the related STAI. This is very positive for the development of an STAI. At the very least, in the new academic year, there will be an increase in the number of prospective students who register. If many prospective students register, while the number of prospective students who register. If many prospective students register, while the number of students accepted is limited, then there will be a selection activity. This will give birth to a competition that will ultimately improve the quality of prospective students.

Apart from increasing interest, views like this can certainly dispel doubts by the public and students about the quality and existence of STAI. It is not uncommon for students (prospective students) who want to study at well-known universities and colleges but are contrained

from an economic standpoint.

In the end, there is a gap between children and parents because the child's wishes cannot be realized. Sometimes some children even choose to be unemployed for some time to realize their wishes. This certainly gives the impression that its orientation is prestige and seems to corner other educational institutions.

There are several differences in student motivation that are currently developing. First, make studying at STAI a last resort. The last choice indicates that a prospective student has not been able to compete in quality with other students at a tertiary institution. If it is not a matter of competition, then the quality standards set by universities are not yet owned or have not been achieved by prospective students.

From this last choice, several other factors or motives usually emerge, such as parental considerations, parental coercion, family circumstances, and a sense of security from oneself. Parents, as the closest people, will certainly provide several options if a child fails a test. For example, you want to work or study, you want to have a family or college, you want to go abroad or go to college. From here, a child in choosing options from parents of course also considers his existence as an individual, and he can prefer to continue his education.

Second, make college to get a more decent job. A prospective student would want to get a better job, earn a decent salary, and not odd jobs. This is the motive of students who continue their education at STAI. A little want to dive into, if the expected work is by the study program taken, then it is fine, however, if it is the other way around then the orientation that is born is certainly different. In simple terms, it can be said that students study with a diploma orientation.

Third, students who are interested and serious about college. Of the many students, there must be some students who are serious about continuing their education. They were sure from the start that they chose a study program at STAI because of their likes and interests, and focused on studying. The output of students who have this motivation will certainly increase the rating and existence of STAI.

These are some of the student motivations that are developing, especially at STAI ALHIKMAH Jakarta. Differences in orientation and motivation among students will produce different student outputs. Students who are motivated to study because of coercion from their parents will not study seriously. Students who are motivated to study because they want to get a diploma will also not study seriously. Likewise, for students whose study motivation is really for their success in the future, the situation will be very different.

This consideration makes researchers interested in researching student motivation. Differences in motivation will produce a different orientation. What's more, the motivation to continue education is closely related to one's ideals and goals in life.

So, by looking at the symptoms and the impact arising from student motivation, it appears that the problem is illustrated. Title "Student Motivation to Continue Education at STAI ALHIKMAH Jakarta." I hope it can represent this problem and is also very interesting to study.

To make this research easier to understand and more directed according to the topic of the existing problems, the researchers determined the limitation of the problem in this research is the motivation of students to continue their education at STAI ALHIKMAH Jakarta with case studies of new students class of 2021/2022.

So this study aims to determine the motivation of new students in class 2021/2022 in continuing their education at STAI ALHIKMAH Jakarta.

THEORETICAL REVIEW

Motivation

The term motivation comes from the Latin, movere which means to move (Hendy Hermawan: 2010). Based on this meaning, it can be said that motivation is something that can make a change. On the other hand, the term motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or do. Motives cannot be observed directly but can be interpreted in their behavior, in the form of stimulation, encouragement, or power generation for the emergence of certain behavior (Hamzah B. Uno: 2010)

So, it can be said that motivation is the interpretation of a person's behavior, either in the form of stimulation, encouragement, or power generation for the emergence of one's behavior. In the sense that the behavior will be a strength for him to do the deed. Two approaches can be used to review and understand motivation, namely; a) Motivation is seen as a process. Knowledge of this process can help explain the observed behavior and predict the behavior of others, b) Determine the characteristics of this process based on one's behavioral cues. These clues can be trusted if they appear useful for predicting and explaining other behaviors (Oemar Hamalik: 2011). Psychologists define motivation as an internal process that activates, guides, and maintains behavior over time. That is, motivated behavior is behavior that is full of energy, directed, and lasts a long time (Thahroni Taher: 2013). Motivation will cause a change in the energy that exists in humans, so that it will cling to problems with psychological symptoms, feelings, and emotions, to then act or do something. All of this is driven by a purpose, need, or desire (Sardiman AM: 2014). Then according to James O. Whittaker said that motivation is the conditions or circumstances that activate or encourage beings to behave to achieve the goals caused by motivation (Wasty Soemanto: 2012). Seeing from the understanding above, motivation can inspire and strengthen the individual if he has difficulties. That's because motivation that is in him has become his driving force. After all, he needs something that is also his goal.

There are two types of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation comes from a biological drive in the form of curiosity. The motivation includes an interest in the learning task itself as well as the satisfaction obtained from the task (Chris Kyriacou: 2011).

Motivation is intrinsic if the goal is inherent in the learning situation and meets the needs and goals of students to master the values contained in the lesson. Students are motivated to learn solely to master the values contained in the learning material, not because of other desires such as wanting to get praise, high marks, prizes, and so on. If someone already has intrinsic motivation within himself, then he will consciously carry out an activity that does not require motivation from outside himself. In learning activities, intrinsic motivation is needed, especially self-study. Someone who does not have intrinsic motivation is very difficult to carry out continuous learning activities. Someone who has intrinsic motivation always wants to progress and learn. This desire is motivated by positive thinking, that all subjects studied now will be needed and very useful now and in the future (Syaiful Bahri Djamarah: 2011).

The following are among the characteristics of intrinsic motivation: a) Although intrinsic motivation is highly expected, it does not always arise in students, and b) Due to the emergence of self-awareness, intrinsic motivation will last longer than extrinsic motivation (Abdorrakhman Gintings: 2010)

Intrinsic motivation can also be identified by the following signs: a) There is clear evidence of involvement, creativity, and a sense of enjoying the lesson in students during learning, b) There is a positive mood (mood) such as seriousness and joy, c) The emergence of questions and observations from students that link the subject matter to real life, d) There are continued personal discussions after the end of class hours, e) Submit assignments or project work without being reminded by the teacher, f) Try hard and don't give up quickly in overcoming learning difficulties or communication and task completion, g) Proposing or assigning relevant tasks for himself, h) Seek to master the material independently by utilizing various strategies and learning resources.

There are at least three aspects that can be used as the basis for intrinsic motivation. These three aspects are task interdependence, goal setting, and task order. Dependence on the task can be interpreted as a form of a direct relationship with the task itself. The relationship itself moves from group dependence to mutual dependence. Group dependence arises between two tasks when the relationship between the two is a division of tasks. Conversely, reciprocal dependency will arise when there is group dependency, and the output of the task will be the input for another task. The effect of goal direction on intrinsic motivation is even more complex. In ordinary circumstances, the direction of the goal can increase intrinsic motivation. The existence of a clear direction will increase one's focus on achieving certain goals. The reality aspect of the task originates from the type of task and the characteristics of the task performed by the individual (M. Nur Ghufron and Rini Risnawita S: 2010).

In humans, intrinsic motivation is not just to form the motivation or desire to move, but also becomes an important part of their life. Since birth, humans who are in good health are always active, curious, playing, and showing a readiness to learn and explore the environment around them and they do not need external encouragement to do all that. This natural motivation tends to provide an important element in physical, cognitive, and social development because through behaviors to satisfy their curiosity and interest in various events, humans develop their knowledge and skills (Esa Nur Wahyuni: 2010).

In contrast, extrinsic motivation refers to learning situations where the driving force of motivation comes from the fact that the successful completion of a task is toward another specific goal. Here, people's satisfaction stems from the fact that task completion leads to a goal they value and not from the task itself (Chris Kyriacou, 2011).

Motivation is said to be extrinsic when students place their learning goals outside of the factors of the learning situation (residence in some factors outside the learning situation). Students learn because they want to achieve goals that lie beyond the things they learn. For example, to achieve high scores, diplomas, degrees, honors, and so on.

Extrinsic motivation does not mean motivation that is not needed and is not good in education. Extrinsic motivation is needed so that students want to learn. Various ways can be done so that students are motivated to learn. Teachers who are successful at teaching are teachers who are good at arousing students' interest in learning, by utilizing extrinsic motivation in its

various forms. Misuse of forms of extrinsic motivation will harm students. As a result, extrinsic motivation does not function as a driving force but makes students lazy to learn. Therefore, teachers must be able and good at using this extrinsic motivation accurately and correctly to support the process of educational interaction in the classroom (Syaiful Bahri Djamarah: 2011)

Extrinsic motivation can also have a big influence on someone's self-change. Sometimes it is from this extrinsic motivation that a person has an interest and interest in something. In his self-development, this interest can become intrinsic motivation within himself and make him focus on what he wants to achieve.

Thus, it can be said that motivation in its kind comes from within and also from outside a person. Both will certainly affect the development of a person's behavior. Motivation from within will make a person enjoy an action, while motivation from outside will form reinforcement that will instill and strengthen motivation from within a person.

In learning activities at school, at home, or in the wider environment, there are many problems related to motives, such as: often being absent, withdrawing or skipping school, not doing assignments/homework, disturbing friends while studying, cheating during exams/retests, much play and watch television. Sometimes the problem of learning motives is not directly visible in the act of learning. For example, a student diligently participates in group learning activities because he falls in love with one of his friends in the group (Irsyad Das and Elfi: 2004).

An unmotivated person is easy to distinguish from a motivated person if they both face problems. In a relaxed atmosphere or having fun the two groups are indeed similar. A simple problem or even a small obstacle can break the spirit of those who lack motivation. However, with great motivation, a student sees a problem or obstacle as a challenge and tries to conquer it. Indeed, sometimes a problem cannot be resolved because it may be out of control even though it is very disturbing. Meanwhile, he has to complete assignments or has to prepare himself for exams. In that condition, he could not accept the problem and tried to minimize the negative influence on his studies. However, you need to realize that one thing can be controlled, namely yourself. The ability to control oneself is more decisive than paying attention to an external factor that may not be controlled (Cipta Ginting: 2003)

Student motivation to attend college can arise from within the individual (intrinsic) which is characterized by a desire to learn and achieve without any external stimulation, but it can also be due to extrinsic factors, namely the feeling of wanting to make other people happy, which is meaningful to the student. Extrinsic factors that influence motivation can come from the family environment or the social environment in which the student resides (Kasmilah: 2010).

Students who have intrinsic motivation seem to immediately show a positive impact, namely the desire to learn. This means, a student who already has intrinsic motivation will have a high level of seriousness in learning, and a high focus, especially to achieve the needs or goals of his motivation.

At least, there are three descriptions of motivation that will support student interest: a) First, quality motivation is in line with student interest. Quality motivation is more directed at achieving competencies and skills according to the study program offered. That is when a student is quality-oriented, then there is interest there, so he will focus on achieving that, b) Second, career motivation is not in line with student interest in college. When there are other

interests outside of college, it will produce a different orientation so that you forget the original purpose. It is not certain that the goals of the study program profession are always prioritized over careers, and vice versa, c) Third, economic motivation is in line with student interest in college. This is more directed at how college can provide students with more decent jobs later.

Of the three different motivations above, the impact is the difference in the presence or absence of student interest in attending lectures. Therefore, interest and motivation must always be in line to achieve the goals and objectives that have been set by students (Indra Rahardian: 2008).

Education

Education comes from the word educate. However, in terms of education, it is often interpreted as an effort (Zakiah Daradjat: 2011).

In terms of etymology, the word education comes from the Greek, namely pedagogies. Pais means child, gogos means to guide or guidance, and logos means knowledge. The combination of these three words produces the word pedagogies which means science that talks about how to guide children. In English education is translated into education. Whereas in Greek, education is translated as Educare which means bringing out all the potential stored in the child's soul to be guided to grow and develop (Zaini: 2011).

In Indonesian, the term education comes from the word "education" which begins with "pe" and ends with "an" which means "deed", which comes from the Greek word " Paedagogie" which means guidance given to children. This term is then translated into English, namely "Education" which means development or guidance. In Arabic, this term is often translated as " tarbiyah " which means education (Abu Ahmadi: 1991).

In its development, the term education means guidance or assistance given intentionally to students by adults so that they become adults. In further developments, education means an effort carried out by a person or group of people that influence a person to become an adult or reach a higher level of life and livelihood in a mental sense (Ramayulis: 2006).

Characteristics of education in a broad sense, namely education lasts a lifetime, the educational environment is everything that is outside the learner, the form of activities ranges from unintentional to programmed, educational goals are related to every learning experience, and are not limited by space and time.

Education is held to form a society that has a noble character, believes, fears God, and is blessed by Allah SWT. Morals formed by education can be in the form of actions related to three important elements, namely: a) Cognitive as basic human knowledge through its intellectual potential, b) Affective, namely the development of the potential of human reason through efforts to analyze various events as part of the development of science, c) Psychomotor, namely the implementation of rational understanding in the form of concrete actions (Hamdani: 2011).

In the realm of educational thought, there are two terms "education" and "teaching." Education refers more to the formation of awareness and personality of students as well as the transfer of knowledge and expertise, while teaching is more about transferring knowledge to students (Ahmad Munjin Nasih and Lilik Nur Kholidah: 2013).

RESEARCH METHODOLOGY

The type of research used by the researcher is field research using qualitative methods. The research subject or the main informant of the researcher is the new student of STAI ALHIKMAH Jakarta batch 2021/2022. The location of this research is STAI ALHIKMAH Jakarta. In selecting the informants, the researcher used a purposive sampling technique. " Purposive Sampling is a sampling technique of data sources with certain considerations" (Sugiyono: 2012).

There are several considerations of researchers in determining and limiting the main informants. First, informants are the main actors as well as the main data providers for researchers, so they have direct relevance to the research. Second, informants are easy to find and consciously willing to provide information without coercion. Third, informants do not have to be local representatives because student motivation will not be classified per locale. The other considerations are cost, time, location, and circumstances.

Some of the techniques used by researchers to obtain data that are by the problems under study are by a) Using the observation method. Observation is defined as a process of seeing, observing, and observing as well as "recording" behavior systematically to provide a conclusion or diagnosis. The essence of observation is the existence of visible behavior and the goals to be achieved. Visible behavior can be in the form of behavior that can be seen directly by the eye, can be heard, can be counted, and can be measured (Haris Herdiansyah: 2013). b) Using the interview method. This method was used by researchers to collect data about students' motivation to continue their education at STAI ALHIKMAH Jakarta. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas (Sugiyono: 2014).

To analyze the data collected in this study, qualitative analysis techniques were used, in the sense that when the data had been collected through observation and interview methods, then interpretations were made which were developed into propositions. The processes of qualitative analysis can be described in the following three steps: a) Data reduction, namely the selection process, focusing attention on simplification, abstraction, and transformation of rough data obtained in the study field, b) Presentation of data (data display), namely a description of a structured collection of information that allows for drawing conclusions and taking action. The presentation of qualitative data that is commonly used is in the form of narrative text, c) Conclusion drawing and verification. From the beginning of data collection, qualitative researchers look for the meaning of each symptom they get in the field. Note regularities or patterns of explanations and possible configurations, causal pathways, and propositions. Competent researchers will handle these conclusions loosely, and remain open and skeptical, but conclusions have been provided. As long as the research is still ongoing, every conclusion that has been set will be continuously verified until a valid and solid conclusion is obtained (Agus Salim: 2006).

RESEARCH RESULTS

The results of the researcher's interview about the motivation of students to continue their education at STAI ALHIKMAH Jakarta are as follows:

"Because I want to become a qualified Islamic teacher and I want to study under the guidance of lecturers who are competent in their field" (Muhammad Erwinsyah).

"I want to increase and deepen the knowledge of Islam and I want to increase my competence and increase the brotherhood of Islamiyah" (Zainal Abidin).

"My motivation is to continue my education at STAI ALHIKMAH Jakarta so that I can add new insights and experiences in an Islamic environment."Shafia Azzahra, PAI Study Program Student (S1), Personal Interview, October 25, 2021.

"My first motivation is that I want to deepen the religious knowledge that I do not yet know, the second, I want to be able to learn how to be a good teacher because after I graduate from here, I will become a teacher.Nurlatifah Humairoh, PAI Study Program Student (S1), Personal Interview, October 25, 2021.

"The location of the campus is strategic, the tuition fee is not too expensive, and the lecturers are experienced."Jati Supriyanto, PAI Study Program Student (S1), Personal Interviewer, October 25, 2021.

"Learning at STAI ALHIKMAH Jakarta can divide the time to keep studying and working".Nazilatul nizlah, PAI Study Program Student (S1), Personal Interviewer, October 25, 2021.

"Studying at STAI ALHIKMAH Jakarta demands the work I'm currently working on."Tyas Annur Maghfiroh, Student of the PGMI Study Program (S1), Personal Interview, October 26, 2021.

"My motivation is to improve my social status, because a bachelor's degree is considered more status, and of course, it makes it easier for me to find a job."

Nur Faizah, Student of the PGMI Study Program (S1), Personal Interviewer, October 26, 2021.

"Because the study program that I am interested in is at STAI ALHIKMAH Jakarta, namely PGMI"Maulida Chairani, Student of the PGMI Study Program (S1 , Personal Interviewer, October 26, 2021.

"To make my parents happy and to be a useful person for society, on this campus I have many friends and can remember the lessons I have learned before." Mohammad Sahlan, Student of the PGMI Study Program (S1), Personal Interviewer, October 26, 2021.

"Because I want to be a teacher at Madrasah Ibtidaiyah (MI)." Nadiva Alia Saputri, Student of the PGMI Study Program (S1), Personal Interview, October 26, 2021.

"I want to get useful knowledge to equip me to establish an Early Childhood Education (PAUD)." Maimunah , PIAUD (S1) Study Program Student , Personal Interviewer , 27 October 2021 .

"I want to expand the world of education because my environment has very few Early Childhood Education (PAUD) teachers." Cornia Ira Fitdiani, PIAUD (S1) Study Program Student, Personal Interview, 27 October 2021. "Because on this campus there is an

Islamic-based PAUD education program, and the price is affordable.", Student of PIAUD Study Program (S1), Personal Interview, 27 October 2021.

"Learning on this campus is to increase Islamic insight, skills and skills in the field of education. In this campus, the quality of the lecturers is above average so that they can add better insight."Awaluddin, PAI Study Program Student (S2), Personal Interviewer, October 28, 2021.

"STAI ALHIKMAH Jakarta is an educational institution whose quality, friendliness of lecturers, and skills in explaining courses are not in doubt." Taufik, PAI Study Program Student (S2), Personal Interviewer, October 28, 2021.

"Want to upgrade me and add insight in all aspects and want to meet great people who will share their experiences and knowledge." Atiyah, PAI Study Program Student (S2), Personal Interviewer, October 28, 2021.

"All of the lecturers are senior, qualified, and have an extraordinary family. The tuition is also affordable and doesn't interfere with work." Ahmad Dimyati, PAI Study Program Student (S2), Personal Interview, October 28, 2021.

"Relax but still earnestly seek knowledge, with lectures it will encourage students to read again, especially related to subjects." kharik Amani , MPI Study Program Student (S2), Personal Interview, October 29, 2021.

"Want to study management education and take advantage of scholarships from the institution where I work" Rokhman, MPI Study Program Student (S2), Personal Interview, October 29, 2021.

"To update knowledge and want to be a lecturer." Nur Ali, MPI Study Program Student (S2), Personal Interview, October 29, 2021 .

"I entered STAI ALHIKMAH Jakarta because this campus has been accredited and is close to home." Nurun Nabilah , MPI Study Program Student (S2) , Personal Interview , October 29 , 2021 .

"Because I'm an alumnus of STAI ALHIKMAH Jakarta who has felt the quality and benefits of studying here." Ismi Ifarianti Avisena, MPI Study Program Student (S2), Personal Interview, October 29, 2021.]

"STAI ALHIKMAH Jakarta is the right choice for me, to develop knowledge that is supported by lecturers who are experts in their fields, especially in the field of education management." Maskoni , MPI Study Program Student (S2) , Personal Interview , October 29 , 2021 .

B. Discussion

From the results of the research above, the motivational tendencies of new students from the 2021/2022 class in continuing their education at STAI ALHIKMAH Jakarta are as follows:

Tabel 1.

No.	Name	Study Program	Motivational Tendency

1	Muhammad Erwinsyah	PAI (S1)	Intrinsic
2	Mohammad Zainal Abidin	PAI (S1)	Intrinsic
3	Nurlatifah Humairoh	PAI (S1)	Intrinsic
4	Wahyu Jati Supriyanto	PAI (S1)	Intrinsic
5	Nazilatul Nizlah	PAI (S1)	extrinsic
6	Shafina Azzahra	PAI (S1)	extrinsic
7	Tyas Annur Maghfiroh	PGMI (S1)	extrinsic
8	Nur Faizah	PGMI (S1)	extrinsic
9	Maulida Chairani	PGMI (S1)	extrinsic
10	Mohammad Sahlan	PGMI (S1)	extrinsic
11	Nadiva Alia Saputri	PGMI (S1)	intrinsic
12	Maimunah	PIAUD (S1)	Intrinsic
13	Cornia Ira Fitdiani	PIAUD (S1)	Intrinsic
14	Dede	PIAUD (S1)	Extrinsic
15	Awaluddin	PAI (S2)	Intrinsic
16	Taufik	PAI (S2)	Intrinsic
17	Atiyah	PAI (S2)	Intrinsic
18	Ahmad Dimyati	PAI (S2)	Extrinsic
19	kharik amani	MPI (S2)	Intrinsik
20	Rokhman	MPI (S2)	Intrinsic
21	Nur Ali	MPI (S2)	Intrinsic
22	Nurun Nabilah	MPI (S2)	Extrinsic
23	Ismi Ifarianti Avisena	MPI (S2)	Intrinsic
24	Maskon	MPI (S2)	Intrinsic

From the results of this study, the researchers obtained data that 15 students had intrinsic motivation tendencies while 9 of them had extrinsic motivation tendencies. This indicates that the majority of students have intrinsic motivation in continuing their education at STAI ALHIKMAH Jakarta.

Intrinsic motivation comes from a biological drive in the form of curiosity. The motivation includes an interest in learning and the satisfaction obtained from learning. The student is motivated to learn solely to master the values contained in the lesson material, not because of other desires such as wanting to get praise, high grades, prizes, and so on.

If students already have intrinsic motivation within themselves, then they will consciously carry out an activity that does not require motivation from outside themselves. They always want to progress and learn. The desire is motivated by positive thinking, that all the subjects studied now will be needed and very useful now and in the future.

On the other hand, learning motivation is said to be extrinsic if students place their learning goals outside the factors of the learning situation. Students learn because they want to achieve goals that lie outside of what they learn. For example to achieve high numbers, diplomas, degrees, honors, and so on.

Extrinsic motivation does not mean unnecessary and not good motivation in education. Extrinsic motivation is needed so that students want to learn. Various ways can be done so that students are motivated to learn.

Lecturers who teach successfully are lecturers who are good at generating student interest in learning, by utilizing extrinsic motivation in various forms. Misuse of forms of extrinsic motivation will harm students. As a result, extrinsic motivation does not function as a driver but makes students lazy to learn. Therefore, lecturers must be able and good at using this extrinsic motivation accurately and correctly to support the process of educative interaction in the classroom.

Extrinsic motivation can also have a big influence on a person's self-change. Sometimes it is from this extrinsic motivation that a person has an interest and interest in something. In his development, this interest can be an intrinsic motivation within himself and make him focus on what he wants to achieve.

Thus, it can be said that motivation in its kind comes from within and also from outside a person. Both will certainly affect the development of a person's behavior. Motivation from within will make a person enjoy an action, while motivation from outside will form reinforcement that will instill and strengthen motivation from within a person.

CLOSING

Based on the results of the study, the researchers concluded that the majority of new students from the 2021/2022 class have intrinsic motivation in continuing their education at STAI ALHIKMAH Jakarta. Researchers suggest; a) Students must have a strong initial motivation as the main focus in lectures, and b) Lecturers must maintain and grow student motivation in lectures, both those who have intrinsic and extrinsic motivation.

BIBLIOGRAPHY

Abdorrakhman Gintings, Practical Essentials of Learning & Learning, (Bandung: Humanities, 2010)

Abu Ahmadi, et al, Education Science, (Jakarta: Rineka Cipta, 1991)

Ahmad Munjin Nasih and Lilik Nur Kholidah, PAI Learning Methods and Techniques, (Bandung: Refika Aditama, 2013)

Agus Salim, Social Research Theory and Paradigm, (Yogyakarta: Tiara Wacana, 2006)

Chris Kyriacou, Effective Teaching: Theory and Practice, trans. M. Khozim, (Bandung: Nusa Media, 2011)

Cipta Ginting, Tips for Studying in Higher Education, (Jakarta: Gramedia Widiasarana Indonesia, 2003)

Esa Nur Wahyuni, Motivation in Learning, (Malang: UIN-Malang Press, 2010)

Haris Herdiansyah, Interviews, Observations, and Focus Groups, (Jakarta: RajaGrafindo Persada, 2013)

Hamdani, Fundamentals of Education, (Bandung: Faithful Library, 2011)

Hamzah B. Uno, Theory of Motivation and Its Measurement, (Jakarta: Bumi Aksara, 2010)

Hendy Hermawan, Learning Theory and Motivation, (Bandung: Citra Praya, 2010)

Irsyad Das and Elfi, Learning to Learn, (Bukittinggi: Sincere Business, 2004)

Indra Rahardian, "The Influence of Motivation on Students' Interest in Participating in PPAk". Thesis. (Faculty of Economics and Accounting, Soegijapranata Catholic University, Semarang, 2008)

Kasmilah, "Factors Influencing Student Motivation to Achieve in Participating in Pediatric Nursing Courses". Thesis. (Master of Family Medicine Study Program, Eleven March University, Surakarta, 2010),

M. Nur Ghufron and Rini Risnawita S, Psychological Theories, (Yogyakarta: Ar-Ruzz Media, 2010)

Oemar Hamalik, Curriculum and Learning, (Jakarta: Bumi Aksara, 2011)

Ramayulis, Islamic Education, (Jakarta: Kalam Mulia, 2006)

Sardiman AM, Teaching-Learning Interaction & Motivation, (Jakarta: Rajawali Press, 2014)

Samsul Nizar and M. Syaifudin, Contemporary Issues About Islamic Education, (Jakarta: Kalam Mulia, 2010)

Slamet Santoso, Social Psychological Theories, (Bandung: Refika Aditama, 2010)

Sugiyono, Educational Research Methods, (Bandung: Alfabeta, 2012)

--------------, Understanding Qualitative Research, (Bandung: Alfabeta, 2014)

Syaiful Bahri Djamarah, Learning Psychology, (Jakarta: Rineka Cipta, 2011)

Thahroni Taher, Psychology of Islamic Religious Education Learning, (Jakarta: Rajawali Press, 2013)

Wasty Soemanto, Educational Psychology, (Jakarta: Rineka Cipta, 2012)

Zaini, Educational Foundation, (Yogyakarta: MISTAQ Pustaka, 2011)