

DETERMINATION OF STUDENT INTEREST IN THE SELECTION OF ISLAMIC CULTURAL HISTORY CONCENTRATION AT THE FACULTY OF TARBIYAH IAI DARUSSALAM MARTAPURA

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INFO ARTICLE	ABSTRACT
<p>Keywords: <i>Determination, Concentration of Interest, Students, SKI</i></p>	<p>The Islamic Cultural History Concentration (SKI) is one of the specializations in the Islamic Religious Education Study Program at the Darussalam Islamic Institute Martapura. The presence of this concentration is expected to be able to provide space for students to develop their interests, talents, and academic competencies according to the field of interest. However, the selection of student concentration is inseparable from various determining factors, both from within themselves and from the surrounding environment. Therefore, it is important to conduct research to understand the factors behind students' interest in choosing a SKI concentration. This study aims to: (1) find out students' responses to the concentration of SKI at the Darussalam Islamic Institute Martapura, and (2) identify intrinsic and extrinsic factors that affect student interest. The research uses a qualitative field research approach with data collection techniques through interviews, then analyzed descriptively. The results of the study showed: (1) intrinsic factors in the form of perception and motivation, where students assessed the concentration of SKI as an appropriate and relevant innovation to their academic interests; (2) extrinsic factors include the encouragement of family and peers who consider</p>

	the job prospects of the SKI concentration to be more open because the level of competition is relatively low. In addition, lecturers' teaching methods with lecture and discussion approaches also strengthen student interest.
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INTRODUCTION

Education is a conscious and planned effort to guide individuals towards maturity and moral character through a process of humanization (Nabawiyah et al. 2021; Afnanda 2023), which encompasses the dimensions of activity, process, outcome, and discipline (Rahayu 2016). In the context of the state, this is in line with Law No. 20 of 2003 which stipulates national education as a means of developing the potential of students to become people of faith, noble character, and responsibility for the intellectual life of the nation. Historically and philosophically, the roots of education begin with the process of divine pedagogy when the Prophet Adam (AS) was taught about the nature of creation, where the Islamic perspective views seeking knowledge (thalab al-'ilm) as a fundamental obligation capable of elevating human status in the sight of Allah SWT, as emphasized in QS Al-Mujadalah: 11 concerning the noble values for those who are knowledgeable.

In the operationalization of the learning process, interest occupies a very crucial position. Interest is not just a psychological aspect that influences behavior, but more than that, it serves as an intrinsic driver that allows a person to be diligent, consistent, and achieve optimal performance in an activity.

As stated by Nasution, "Lessons will run if there is interest, children who are lazy, do not learn, fail because there is no interest." (Nasution 1995) In the context of higher education, student interest is the main foundation for learning effectiveness. Something that is in demand is not only pleasant but also brings intellectual satisfaction, which in turn gives rise to high attention and maximum material mastery efforts.

One of the fields of Islamic studies that has a strategic role in shaping intellectual treasures and Islamic identity is Islamic Cultural History (SKI). This course refers to a comprehensive study of the

products of Islamic civilization (works, tastes, and creations) in the historical trajectory, which covers various aspects such as social, cultural, economic, political, architectural, artistic, and thought. (Lapidus 2014) Understanding SKI is considered essential for Muslims to learn (*ibrah*) from the past, understand the dynamics of the present, and plan for a better future. (Hodgson 2012a) In the Indonesian context, the study of SKI also includes diving into the history of the entry and development of Islam in the archipelago, which has distinctive characteristics and patterns.

The Islamic Religious Education Study Program (PAI) in various universities, including the Islamic Institute (IAI) Darussalam Martapura, has a mandate to produce professional and competent prospective educators. To achieve this goal, a system of concentration or specialization is often applied in the final years of study. (Afnanda 2022) This system allows students to explore one of the fields of Islamic studies more specifically and intensively, so that it is hoped that teachers will be born who not only have adequate general knowledge but also deep special skills.

Based on data obtained from the PAI Study Program, Faculty of Tarbiyah IAI Darussalam Martapura, there is a significant disparity in the number of applicants for each concentration. In the class of 2019, there were 36 people interested in the Islamic Cultural History (SKI) concentration, far below the number of Aqidah Akhlak (90 people) and Al-Qur'an Hadith (86 people). In the class of 2020, although the number of SKI enthusiasts increased to 73 people, it still competed closely with other concentrations such as Aqidah Akhlak (46 people) and Fiqih (43 people). What is worrying is that in the class of 2021, where interest in SKI concentration was reported to have decreased drastically, namely less than 30 people. This phenomenon shows fluctuations and tendencies of interest that are unstable and tend to be low compared to other concentrations. (Afnanda 2021)

Low student interest in a field of study is a critical issue in the world of education. Based on *the perspective of expectancy-value* theory, low interest can be influenced by expectations of *success* and *low* task value. (Eccles and Wigfield 2002a). This means that students may view the

SKI concentration as a less challenging field, less relevant to future career goals, or less of an immediately visible utility value. In addition, internal factors such as perceptions of course difficulties and external factors such as teaching methods, lecturer reputation, and social environment can also contribute to the formation of interest. (Schiefele 1991)

Previous studies have also revealed the complexity of concentration selection factors. A study by Almerico found that personal interests, career prospects, and mentor influence were the dominant factors. (Almerico 2014) Meanwhile, in the context of Islamic education, the research of Lubis and his friends shows that the perception of the relevance of knowledge to the Indonesian context and interesting learning methods greatly affect learning interest. (Lubis et al. 2023)

Therefore, this research is urgent to be carried out in order to identify and comprehensively analyze the determinant factors that affect the interest of PAI Study Program students at IAI Darussalam Martapura in choosing a concentration in Islamic Cultural History. A deep understanding of these factors is expected to provide valuable input for study program managers and lecturers to formulate effective strategies in improving the attractiveness and quality of the SKI concentration program, so that it can ultimately contribute to the production of prospective PAI teachers who are not only competent in the field of fiqh or faith but also have broad and critical insights into Islamic history and culture.

RESEARCH METHODS

This research is a field research using a qualitative approach. The qualitative approach was chosen because it is in accordance with the purpose of the research, which is to understand in depth social phenomena in the form of factors that affect students' interest in choosing the Islamic Cultural History concentration. (Creswell and Poth 2016; Afnanda 2020) Qualitative research seeks to explore and interpret the meaning constructed by the research subject in the context of its natural environment, so that the data produced is descriptive and holistic. (Denzin and Lincoln 2011)

The researcher acts as a key instrument that is directly involved in data collection through interaction with the research subject at the field location. This research will be carried out in the Islamic Religious Education Study Program (PAI) of the Faculty of Tarbiyah, IAI Darussalam Martapura, which is a specific context (natural setting) where the phenomenon occurs. (Miles et al. 2014)

RESULTS AND DISCUSSION

Based on the results of field research conducted through observation, in-depth interviews, and documentation studies, a number of factors can be identified that affect the interest of students of the Islamic Religious Education Study Program (PAI) Faculty of Tarbiyah IAI Darussalam Martapura in choosing the Islamic Cultural History (SKI) concentration. These factors fall into two main categories: intrinsic (internal) factors and extrinsic (external) factors.

Intrinsic factor

Intrinsic factors refer to the motivations and psychological conditions that come from within the individual student. In this study, the main intrinsic factors identified were perception and motivation.

a. Perception

Perception is defined as a cognitive process in which individuals interpret, organize, and give meaning to stimuli received from their environment. (Sedgwick 2021) In the context of Islam, perception is not only sensory but also involves spiritual and intellectual dimensions.

Based on observations and interviews, students' perceptions of SKI concentration are quite diverse. Some students, as expressed by Melisa Khalida (angkatan 2020), view the concentration program as a strategic step to specialize their expertise. They perceive SKI not just as memorizing years and events, but as a critical discipline to understand the development of Islamic civilization, contextualize religious teachings, and form a complete Islamic identity. This positive perception is in line with Hodgson's view that Islamic history is a dynamic "venture" of thought and civilization, not a static narrative. (Hodgson 2012b)

However, other perceptions have also emerged. Some students view SKI as a concentration that is less "practical" and "applicative" than Fiqh or Aqidah Akhlak which is felt to be more directly related to legal issues and daily beliefs. This perception reflects what in Western theory is called "task value". (Eccles and Wigfield 2002b) Where students assess a field based on its utility, importance, and costs that must be incurred. If SKI is perceived to have a low utility value for their teaching career, interest in choosing it will decrease.

b. Motivation

Motivation is an internal state that encourages, directs, and sustains individual behavior to achieve a goal. (Pintrich and Schunk 2002) Purwanto defines it as the driving that underlies every effort to achieve the desired goal. (Purwanto 2014) In the Islamic tradition, the motivation to study has a very strong foundation. The hadith narrated by Abu Darda RA, quoted in this study, describes extrinsic motivations (heaven, the pleasure of Allah, the prayer of creatures) and intrinsic motivations (the virtue of knowledge).

The research data shows that the motivation of SKI students to choose is multidimensional. First, it was found that intrinsic motivation comes purely from an interest in the subject matter of history. As expressed by Kandzul Munajah, their motivation was driven by the awareness that "history cannot be separated from human life" and the importance of studying history so as not to repeat the mistakes of the past (as Karno quoted). This motivation is in line with the theory of Self-Determination (Deci and Ryan 2000) which emphasizes the urge to satisfy curiosity and the mastery of competence.

Second, there is extrinsic motivation that is autonomous, where external values have been well internalized. Some students are motivated by a desire to "purify history" from biased and discrediting narratives of Islam. This motivation is not just looking for grades or degrees, but has become a personal value (identified regulation) that encourages them to be actively involved. On the other hand, there are also simpler extrinsic motivations, such as

choosing SKI because the other concentration quotas are full. Although less than ideal, this motivation can still be an entrance to later develop into a more intrinsic interest if the learning process is managed properly. (Hidi and Renninger 2006).

Extrinsic Factors

Extrinsic factors are influences that come from outside the individual student. The two main factors identified were social support (family and peers) and the quality of the learning process carried out by lecturers.

a. Social Support (Family and Peers)

Social support, particularly from family and peers, plays a crucial role in students' academic decision-making. (Bean 2005) Observations and interviews confirm that the supportive social environment contributes significantly to the formation of students' interest and perseverance in the SKI concentration.

Family support is often pragmatic, taking into account career prospects. As revealed by some respondents, their parents see job opportunities that may be more open because the number of SKI graduates is relatively small compared to other concentrations, while the need for teachers who specialize in Madrasah (MI, MTs, MA) is still there. This perspective shows that the family plays a role as social capital that provides strategic considerations.

Meanwhile, peer group support is more emotional and academic. Muhammad Arifin and Rahmadiannor mentioned that exchanging information, sharing experiences, and having "travel companions" provide confidence and reduce academic anxiety. This phenomenon is known as "learning community", where social interaction becomes a medium to build knowledge and motivation together. (Wenger 1999) Peers act as "significant others" who influence individual perceptions and choices.

b. Learning Process by Lecturers

The quality of the learning process is the extrinsic factor that most directly affects the student learning experience. Based on interviews with Humairah and observations in class, the learning

methods of SKI lecturers are dominated by lectures and discussions. The use of visual media such as LCD projectors has been implemented to visualize the material, which is an effort to increase student engagement.

However, the data also reveals weaknesses. Theoretical language that is too high and abstract causes students to feel that SKI is a field that is difficult to reach intellectually, thus reducing their interest in studying this concentration further. This leads to boredom and learning difficulties. These findings reinforce the theory from Schunk et al. that the effectiveness of learning is strongly influenced by the suitability between teaching methods and the characteristics of the material and students. Ideal history learning requires a varied approach, not only lectures, but also simulations, case studies, primary analysis (historical sources), and project-based learning to bring the historical narrative to life. (Donnelly and Norton 2020; Pintrich and Schunk 2002)

The ability of lecturers to relate global history material with local contexts (Banjar history, Martapura ulama) received a positive response. This contextual approach is in line with Vygotsky's constructivist theory of learning and the concept of "local wisdom" in Islamic education, which views that science must be relevant to the reality of people's lives. (Mungmachon 2012) (Vygotsky 1978)

CONCLUSION

Overall, the interest of PAI Study Program students of the Faculty of Tarbiyah IAI Darussalam in the concentration of SKI is the result of a complex interaction between internal and external factors. **Strong intrinsic factors** (positive perception and intrinsic motivation based on Islamic values) are the main drivers for students who actively choose SKI. However, this factor often has to deal with less supportive **extrinsic factors**, especially suboptimal learning methods and low perceptions of utility.

Social support from family and friends can be a counterweight that reinforces interests. The results of the study show that to increase student interest, integration is needed between modern pedagogical

methods, career relevance in the national context, and strengthening of Islamic historical values. Thus, the SKI concentration can be positioned not as a "remainder" option, but as a strategic specialization to produce PAI teachers who have a critical, contextual, and civilization-oriented historical insight.

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