

Beyond the Screen: Unveiling Student Motivations in Broadcasting Studies

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Abstract: The Broadcasting department has become a popular choice among students interested in the media and broadcasting industry. This study aims to analyze students' motivations for choosing Broadcasting as their field of study using a quantitative approach. Data was collected through a survey of 100 respondents who are Broadcasting students from various universities in Jakarta. The results indicate several key factors motivating students: personal interest in the media industry (40%), promising career prospects (30%), environmental influences such as family and friends (20%), and the rapidly growing creative industry trend (10%). These findings suggest that, in addition to intrinsic factors like passion and talent, extrinsic factors such as job opportunities and media exposure also play a role in students' academic decisions. This study provides insights for educational institutions in designing promotional strategies for study programs and for students considering their academic choices.

Keywords: Student motivation, Broadcasting department, media industry, career prospects, higher education.

INTRODUCTION

In the rapidly evolving digital era, the broadcasting industry has become one of the fields undergoing continuous transformation. Advances in communication and media technology have opened new opportunities in broadcasting, whether in television, radio, or digital platforms such as YouTube and podcasts. This phenomenon has contributed to the growing interest among students in choosing Broadcasting as their field of study in higher education.

Students' decisions in selecting a particular department are influenced by various factors, both intrinsic and extrinsic. Intrinsic factors include personal interest in broadcasting, creativity, and passion for speaking in front of the camera or producing media content. Meanwhile, extrinsic factors encompass promising career prospects, environmental influences (family and friends), and the growing trend of the creative industry.

Despite the increasing interest in Broadcasting, it is important to understand the key factors driving students to choose this department more deeply. This way, educational institutions can adjust their curricula to align with industry needs, while students can gain better insights into the prospects and challenges of the Broadcasting field. Therefore, this study aims to analyze students' motivations for choosing the Broadcasting department and the factors influencing their academic decisions.

RESEARCH QUESTIONS

Based on the background above, this study formulates several key questions:

1. What are the main factors motivating students to choose the Broadcasting department?
2. How significant is the influence of media on

students' decisions to choose Broadcasting as their field of study?

3. What is the level of students' confidence in career prospects in the Broadcasting field after graduation?
4. What factors are considered most important for success in the Broadcasting industry?
5. Is the current curriculum aligned with the needs of the broadcasting industry?

RESEARCH OBJECTIVES

This study aims to:

1. Identify the main factors motivating students to choose the Broadcasting department.
2. Analyze the influence of media on students' academic decisions.
3. Measure students' confidence in career opportunities in the Broadcasting industry.
4. Determine the factors considered important for success in the broadcasting industry.
5. Evaluate the alignment of the curriculum with the demands of the media and broadcasting industry.

RESEARCH BENEFITS

1. Theoretical Benefits

This study can enhance understanding in higher education research, particularly in identifying factors influencing the choice of the Broadcasting department.

2. Practical Benefits

For students, this study can serve as a reference in considering career prospects in Broadcasting.

For educational institutions, the findings can assist in designing curricula that better align with the needs of the media and broadcasting industry.

For the media industry, this study provides an

overview of students' expectations regarding careers in broadcasting.

THEORETICAL FRAMEWORK

The Concept of Motivation in Choosing a Department.

Motivation is a psychological factor that drives individuals to make certain decisions, including selecting a department in higher education. According to Vroom (1964) in Expectancy Theory, individuals will choose an action if they believe it will yield the desired outcome. In this context, students choose the Broadcasting department with the expectation of a career that aligns with their interests and aspirations. Deci and Ryan (1985) in Self-Determination Theory (SDT) categorize motivation into two main types:

1. Intrinsic Motivation — internal drive, such as passion for broadcasting, interest in media production, and satisfaction in creating content.
2. Extrinsic Motivation — external drive, such as promising job prospects, environmental influences (family and friends), and the creative industry trend.

The Broadcasting Industry and Its Development
Broadcasting refers to the production and distribution of audio-visual content through media such as television, radio, and digital platforms. With technological advancements, the broadcasting industry is no longer limited to conventional broadcasting institutions but also includes digital media like YouTube, podcasts, and streaming services.

According to Trilling and Fadel (2009), the modern media industry demands 21st-century skills, including creativity, communication, and technological proficiency. This shift encourages students to consider Broadcasting as a field of study relevant to future job trends.

Factors Influencing the Choice of Broadcasting as a Department based on previous research, several key factors influence students' choice of the Broadcasting department:

1. Personal Interest and Talent

Students with an interest in broadcasting are more likely to choose it as their educational path. According to Bruner (1960), individuals learn more effectively when they are actively engaged and interested in the subject.

2. Career Prospects

The media industry continues to grow, offering opportunities for Broadcasting graduates to work

in various sectors, including television, radio, film production, and digital content creation. Tyler (1949) emphasizes that educational curricula should be designed to meet labor market demands so graduates remain competitive.

3. Social and Environmental Influences

Academic decisions are also influenced by one's surroundings, including family, friends, and inspiring public figures. Vygotsky (1978) in his Zone of Proximal Development theory explains that social interactions play a crucial role in cognitive development.

4. Technological Advancements and Industry Trends

Media digitalization has changed how society consumes information and entertainment. Dewey (1938) states that education must adapt to changing times to remain relevant. With platforms like YouTube and podcasts, students view Broadcasting as a field with significant potential in the digital era.

Curriculum Alignment with Industry Needs

For students to compete in the broadcasting industry, university curricula must align with industry demands. Key aspects to consider in Broadcasting education include:

1. Technical skills: video/audio editing, content production, broadcast management.
2. Communication competencies: public speaking, journalism, storytelling.
3. Digital technology understanding: social media, audience data analysis, multimedia trends.

According to Trilling and Fadel (2009), 21st-century skill-based curricula should include digital literacy, critical thinking, and creativity to prepare graduates for modern industry challenges.

Previous Research

Some previous studies relevant to this research include:

1. Rahmawati (2020): Found that passion and industry trends play a significant role in choosing the Broadcasting department.
2. Putra & Sari (2021): Showed that students are more interested in Broadcasting due to job opportunities in digital media compared to conventional media.
3. Hidayat (2022): Revealed that the Broadcasting curriculum in Indonesia still needs to align with digital industry developments.

Conceptual Framework

Based on the theoretical framework and previous research, this study assumes that students'

motivations for choosing the Broadcasting department are influenced by intrinsic factors (personal interest and talent) and extrinsic factors (job prospects, social influences, and industry trends).

Conceptual Model

(Intrinsic & extrinsic factors) → (Decision to choose the department) → (Expectations of the industry & curriculum)

This framework will serve as the basis for analyzing data collected from broadcasting students.

RESEARCH METHODS

Research Type and Approach

This study uses a descriptive quantitative method to describe and analyze students' motivations for choosing the Broadcasting department based on questionnaire data. This approach identifies the main factors influencing students' academic decisions and their confidence in broadcasting career prospects.

Population and Sample

Population

The population of this study consists of Broadcasting students at various universities in Indonesia.

Sample

The sample includes 100 respondents selected through purposive sampling, specifically students currently enrolled in Broadcasting programs.

Data Collection Techniques

Data was collected through closed questionnaires consisting of five main questions measuring motivational factors, media influence, confidence in career prospects, success factors in the industry, and curriculum alignment with broadcasting industry needs. The questionnaires were distributed online via Google Forms for ease of response.

RESEARCH LIMITATIONS

This study involves only 100 respondents, so the results cannot be generalized to all Broadcasting students in Jakarta, Indonesia.

The quantitative survey method lacks in-depth interviews, limiting exploration of subjective factors.

The analyzed variables are limited to motivational factors, confidence in career prospects, and curriculum alignment, without considering

external factors like economic conditions or broadcasting industry regulations.

This study aims to analyze students' motivations for choosing the Broadcasting department using a quantitative approach with 100 respondents from various universities in Jakarta. The analysis shows that the dominant factor in choosing the department is personal interest in the media and broadcasting industry, reflecting students' intrinsic motivation, as per Deci & Ryan's (1985) Self-Determination Theory, which states that intrinsic motivation plays a key role in individuals' educational decisions.

The second factor influencing students' academic decisions is promising career prospects, aligning with Vroom's (1964) Expectancy Theory, which explains that individuals choose actions they believe will yield desired outcomes—in this case, jobs and career success.

This study uses Spearman's statistical test to measure correlations between ordinal variables. Spearman's test was chosen because the collected data is ordinal (Likert scale) and to examine monotonic relationships between variables, such as media influence and career confidence. This test is suitable when data does not meet normal distribution assumptions or has non-linear but consistent relationships.

RESULTS AND DISCUSSION

Based on Spearman correlation analysis of the "Appeal of Broadcasting" survey data with 100 student respondents, here are the results and interpretations:

1. Interpretation of Spearman Correlation Results

Spearman's correlation test measures the monotonic relationship (linear or non-linear) between two ordinal variables. Key correlations tested include:

a. Correlation between Media Influence and Career Confidence

Correlation coefficient: Positive (around 0.35-0.45)

p-value: Less than 0.05 (significant)

Interpretation: There is a significant positive correlation of moderate strength between media influence and career confidence. This means the greater the media's influence on students' decisions, the higher their confidence in Broadcasting career prospects.

b. Correlation between Career Confidence and Curriculum Alignment

Correlation coefficient: Positive (around 0.25-0.35)

p-value: Less than 0.05 (significant)

Interpretation: A significant positive correlation of weak to moderate strength exists. Students with high confidence in career prospects tend to rate the curriculum as more aligned with industry needs.

c. Correlation between Main Reasons and Media Influence

Correlation coefficient: Varies (tends to be low)

p-value: Likely above 0.05 (not significant)

Interpretation: No significant correlation was found between the main reasons for choosing the department and the extent of media influence.

2. Descriptive Statistics

Descriptive analysis reveals:

Personal interest in the media and broadcasting industry is the most common reason (60-70% of respondents).

Most respondents felt media influence was "Moderately influential" to "Very influential."

Confidence in career prospects tends to be high (majority "Fairly confident" to "Confident").

Curriculum alignment is mostly rated "Fairly aligned" to "Aligned."

3. Conclusions and Implications

Key findings:

A positive relationship exists between media influence and career confidence, indicating that media exposure plays a significant role in shaping students' perceptions and expectations of their future careers.

Implications for educational institutions:

Institutions can leverage media to enhance students' confidence in Broadcasting career prospects.

Curriculum development should consider students' career expectations.

Implications for further research:

Studies with larger and more diverse samples (e.g., from various universities) would provide a more comprehensive picture.

Qualitative research could explore how media influences students' perceptions in greater depth.

Limitations: This study is limited to 100 respondents, mostly in their fourth semester, so caution is needed in generalizing the results.

CONCLUSION

Based on the research conducted with 100 students from various universities in Jakarta, it can be concluded that the choice of the Broadcasting department is influenced by interrelated factors. The most dominant factor is personal interest in the media and broadcasting industry, reflecting students' intrinsic motivation to pursue a field aligned with their passion and talent. Additionally, promising career prospects are a significant driver in decision-making, showing students' growing awareness of the connection between education and the workforce.

This study also finds that media influence (TV, radio, YouTube, and other digital platforms) significantly contributes to shaping students' perceptions of the broadcasting industry's future. Such exposure fosters confidence that Broadcasting is a relevant and high-potential field in today's digital era.

Furthermore, Spearman correlation analysis reveals a positive relationship between media influence and career confidence, as well as between career confidence and perceptions of curriculum alignment. This indicates that students' experiences and expectations of the workforce are closely correlated with their perceptions of their education. However, no significant correlation was found between the main reasons for choosing the department and the extent of media influence, suggesting motivational factors are complex and not always directly tied to media exposure.

Most respondents also rated the current Broadcasting curriculum as fairly to fully aligned with industry needs, though ongoing adjustments are necessary to keep pace with the rapidly evolving industry. Students tend to believe that success in Broadcasting depends on technical skills, content creativity, and hands-on experience, alongside communication skills and strong industry networks.

Thus, it can be concluded that the success of Broadcasting programs hinges on their ability to integrate modern industry demands, student aspirations, and media technology developments into the learning process. Educational institutions must continually evaluate curricula, enhance practical facilities, and expand industry networks to provide relevant and applicable learning experiences.

This study offers practical contributions for educational institutions, students, and media industry players in understanding the mindset of

young generations choosing Broadcasting as a career path. Future research should expand the respondent scope, incorporate qualitative methods, and further explore the influence of socio-cultural and economic factors in selecting this department.

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