

Motivation to Study in the Perspective of Islamic Education Psychology

Firdaus^{1*}, Isma², Nursiah³, Amalia Syurgawi⁴

^{1,2} Pendidikan Agama Islam, STAI Al-Furqan Makassar, Alekarajaeut
firdausfir7899@gmail.com*

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ABSTRACT

Education is the primary source of motivation for students to meet their learning objectives, and learning motivation is one of the key elements that significantly influences student achievement. Islamic educational psychology views learning motivation as spiritual values, awareness of worship, and human responsibility in pursuing knowledge in addition to psychological motivation that originates both from within and outside the student. The purpose of this study is to examine the fundamental ideas of learning motivation, the psychological elements that influence learning motivation, and methods for boosting learning motivation in Islamic educational settings. Through the examination of several educational psychology publications and pertinent Islamic sources, a literature study with an analytical descriptive approach is the research methodology employed. The study's findings demonstrate how psychological elements including interests, needs, self-assurance, learning objectives, social surroundings, and teacher support affect students' motivation to learn. According to the Islamic viewpoint, learning motivation is reinforced by the idea that knowledge is paramount, sincere intents, human responsibility awareness, and the goal of receiving benefits and glory in Allah's eyes. Meaningful learning, setting an example for teachers, awarding students, fostering a religious learning atmosphere, and bolstering students' spiritual beliefs are all effective ways to increase learning motivation in Islamic educational institutions.

I. INTRODUCTION

Formal education is essentially a comprehensive process to develop students' cognitive, emotional, and psychomotor potential rather than merely a way to transfer knowledge. However, the field of education is confronted with significant psychological issues in the current era of digital revolution, particularly in relation to the drop in student motivation to learn. The literacy profile and academic achievement of Indonesian students remain stagnant on a macro level, according to empirical data from the recently published Program for International Student Assessment (PISA) report. One reason for this is the students' lack of perseverance and active participation in their education. Students frequently lose their inherent orientation due to a demanding curriculum and technology disruption; they learn for the sake of formality, strive for numerical values, or just escape punishment (Faristin, 2023). When learning motivation is solely dependent on these outside influences, students are more likely to suffer from academic burnout and become weaker when confronted with challenging course materials. More precisely, the mechanisms of this decline in motivation also affect Islamic educational institutions, such as Madrasah and Integrated Islamic Schools, which face the heavy social burden of producing a generation of morally and intellectually superior people (akhlakul karimah). The reality in the field is that there is a significant gap because of the phenomenon of gadget addiction and unrestrained social media exposure, which diverts attention and significantly lowers students' motivation in learning (Farhani, Takunas, & Zaitun, 2025). High academic pressure in Islamic schools actually causes psychological stress in the

adolescent age group if it is not complemented by effective emotional regulation. High academic pressure in Islamic schools actually causes psychological stress in the adolescent age group if it is not complemented by effective emotional regulation. Furthermore, Islamic Religious Education (PAI) and science are taught in many institutions in a traditional and repetitive manner that frequently fails to pique students' profound enthusiasm, resulting in subpar academic performance (Noor, 2025). Given the intricacy of the issue, the western secular psychology approach which typically focuses motivation on satisfying material demands or humanistic self-actualization is insufficient to address the underlying spiritual issues that today's teenagers face. Islamic Educational Psychology, which sees education as a type of devotion to Allah (*Tauhid*), a manifestation of the notion of *Thalabul 'Ilmi*, and an element of worship, is an urgent and integrative alternative answer in this situation. Islamic psychology's theory of motivation places sincere intentions (*lillahita'ala*) in order to gain Allah's pleasure (*mardhatillah*) as the highest motivator, touching not only on the psycho-cognitive element but also on the *qalb* (heart) and spiritual. It has been demonstrated that students who possess spiritual awareness, such as the integration of the virtues of patience (*sabr*), gratitude (*shukr*), and *tawakal*, are more resilient and have better mental health when faced with academic pressure (Ihsan, 2026). Students' intrinsic learning motives can be continuously reconstructed by combining these spiritual values with contemporary psychological techniques (Supriani, Ulfah, & Arifudin, 2024). In order to develop effective teaching strategies and shape students' holistic personalities in the twenty-first century, a thorough investigation of the development and application of learning motivation from the standpoint of Islamic educational psychology is imperative.

II. METHODS

This method employs a qualitative approach in the context of library research. The qualitative technique is used since the goal of this study is to comprehend and examine, from the standpoint of Islamic educational psychology, the meanings, concepts, and ideas found in different literary sources about learning motivation. Moleong (2018) defines qualitative research as that which generates descriptive data made up of spoken or written words and observable activities. This method is used to interpret the collected data in order to gain a thorough understanding of a phenomenon. As a result, this qualitative method needs to be properly applied in literature research that looks at Islamic psychology and education concepts using written sources. This study use content analysis as its data analysis method. It is accomplished by methodically examining, comprehending, classifying, and evaluating data from a variety of library sources. Reading and comprehending literature sources, identifying themes pertaining to learning motivation, classifying the concepts discovered, and offering interpretation from the standpoint of Islamic educational psychology are the several steps in the analytical process. Moleong (2018) explains that the process of data analysis in qualitative research involves analyzing all available data, decreasing data, creating categories, and interpreting data to provide meaningful knowledge. Therefore, based on the gathered literature review, the content analysis in this study is employed to determine the concept and relationship of thinking about learning motivation.

III. RESULTS AND DISCUSSION

Basic Concepts of Learning Motivation

One of the most crucial elements in determining an individual's success in school is their motivation to learn. Learning motivation is the internal drive that propels an individual to engage in a learning activity with the goal of reaching a particular outcome or accomplishment. Comprehending the notion of learning motivation is crucial, particularly for educators, as it can aid in establishing a conducive and productive learning environment. The basis for a student's academic

performance is learning motivation. The teaching and learning process won't function at its best without strong motivation. As a result, learning motivation is now a highly pertinent area of research for psychologists, educators, and education observers worldwide. The idea of learning motivation, the theories that support it, and the elements that affect motivation in the context of education will all be thoroughly explained to readers in this work. The primary factor influencing the effectiveness of the learning process is learning motivation. Motivation can be defined as the desire that people have to carry out specific actions in order to accomplish specific objectives. Intrinsic and extrinsic motivation are the two categories of motivation that are studied in educational psychology. Motivation that originates from within a person, such as curiosity, a passion for a subject, and a sense of fulfillment from learning new things, is known as intrinsic motivation. Santrock describes motivation in the context of education as the process that propels, guides, and maintains behavior, encompassing the needs, desires, and objectives that propel people to take action (John W. Santrock, 2018). Humanistic learning theory, which highlights students' capacity to learn and their autonomy in choosing their lifestyle, was defined by Abraham Maslow. He believes that students have the freedom to choose how they want to pursue their goals in life (Ahmad & Sumantri, 2019). Additionally, Carl R. Rogers defines humanistic learning theory. Carl contends that pupils' intellectual and emotional capacities must be engaged for real learning to take place. Thus, this theory holds that pupils themselves must be the first to motivate themselves to study (Isti'adah, 2020). Because it is a major factor in motivating students to succeed academically and fulfill their potential, learning motivation is a crucial component of the educational process. In Indonesian education, learning motivation is examined from both a cognitive and affective standpoint. This is pertinent to the perspective of Islamic education, which views academic pursuits as a kind of devotion to God and a component of worship (Erlina et al., 2023). As a result, highly motivated students will not only actively participate in their education but also exhibit a disciplined, responsible, and eager attitude to keep improving. Humanistic learning theory is one strategy that is highly relevant to raising students' motivation to study. According to this approach, it is crucial to consider pupils as distinct individuals with the capacity to grow in all areas intellectually, emotionally, and spiritually. According to current psychology, learning motivation is a psychological force that uses both intrinsic and extrinsic motivational mechanisms to give learning behavior direction, vigor, and persistence (Ryan & Deci, 2020). According to the socio-cognitive approach, learning motivation is also impacted by an individual's self-efficacy (confidence in one's own skills), learning objectives, and interactions with the social environment that determine students' participation in the learning process (Schunk & DiBenedetto, 2020). However, as the foundation for the construction of learning motivation, contemporary psychology approaches generally highlight elements of individual development, psychological need fulfillment, competence, and personal accomplishment (Deci & Ryan, 2008). Islamic education, in contrast, sees learning motivation as a process of comprehensive growth that encompasses not just intellectual but also moral and spiritual elements (Halstead, 2004). Learning activities have an orientation of obedience to Allah through proper intentions and activities to seek knowledge (thalabul 'ilmi) as part of the building of knowing and moral human beings, rather than being exclusively focused on academic successes (Al-Attas, 1991; Wan Daud, 1998). Thus, by offering a transcendental dimension that provides the learning process a deeper significance, the perspective of Islamic education broadens the idea of contemporary learning motivation.

Table 1. Comparative Matrix of the Concept of Learning Motivation in the Perspective of Modern Psychology and Islamic Education

Analysis Aspect	Modern Psychology (Secular)	Islamic Education	Point of Difference	Study Synthesis (Perspective Integration)
The Essence of Learning Motivation	Motivation is understood as a psychological force that encourages, directs, and maintains learning behaviors through intrinsic and extrinsic impulses.	Learning motivation is understood as the innate and mental drive to seek knowledge based on intention, faith, and awareness that learning is part of worship to Allah.	Modern psychology emphasizes more on the psychological aspect of the individual, while Islamic Education adds a spiritual dimension as the basis for motivation.	Learning motivation is a multidimensional construct that includes psychological motivation, spiritual values, and moral awareness in the process of seeking knowledge.
Learning Objectives	Learning objectives are directed at achieving achievements, improving competence, self-actualization, developing potential, and academic and career success.	The purpose of learning is directed to acquire useful knowledge, form morals, improve self-quality, and bring humans closer to Allah.	Modern psychology is more oriented towards the development and success of the individual, while Islam places science as the way of forming a civilized human being.	The purpose of learning is not only oriented to worldly success, but also has transcendental meaning and usefulness to human life.
Source of Motivation	Motivation comes from individual needs, personal goals, interests, <i>self-efficacy</i> , social environment, and external rewards.	Motivation comes from right intentions, faith, awareness as a servant of Allah, love for knowledge (<i>thalabul 'ilmi</i>), and moral responsibility.	Modern psychology explains more about the source of motivation through internal and external psychological factors, while Islam adds a divine orientation.	Internal motivation becomes stronger when an individual's psychological drive is strengthened by spiritual values and more meaningful life goals.
Learning Outcomes Orientation	Learning success is measured through individual achievements such as academic achievement, competence, ability, and self-development.	The success of learning is not only seen from the mastery of knowledge, but also from the benefits of knowledge, moral formation, and contribution to society.	The modern perspective tends to judge outcomes through individual achievements, whereas Islam emphasizes a balance between individual success and social benefits.	Success in learning ideally includes academic achievement as well as character building and social contribution.
Learning Process	Learning is seen as the process of developing cognitive, affective, and psychological abilities through experience, social interaction, and self-regulation.	Learning is the process of forming a whole human being through the development of knowledge, manners, character, and self-purification (<i>tazkiyatun nafs</i>).	Modern psychology focuses on the development of individual capacity, while Islam integrates aspects of science, morality, and spirituality.	Learning is a comprehensive human transformation process that combines intellectual, emotional, social, and spiritual development.
The Role of the Individual in Learning	Learners are seen as active individuals who build knowledge through motivation, self-regulation, and learning experiences.	Students are seen as seekers of knowledge (<i>thalib al-'ilm</i>) who have the responsibility to develop themselves and maintain manners in learning.	Modern psychology emphasizes the independence of learning, while Islam adds dimensions of moral and ethical responsibility.	Students should ideally be active, independent, characterful, and spiritually aware individuals in the learning process.

Analysis Aspect	Modern Psychology (Secular)	Islamic Education	Point of Difference	Study Synthesis (Perspective Integration)
The Role of the Environment	Learning environments such as teachers, family, peers, and the education system are external factors that affect learning motivation.	The educational environment must create an atmosphere that supports knowledge, example (<i>uswah</i>), manners, and character building.	Modern psychology sees the environment as a factor that supports behavior, while Islam emphasizes the environment as a space for value formation.	An ideal learning environment is one that supports psychological development while building moral and spiritual values.
The Final Meaning of Learning Motivation	Motivation aims to improve psychological well-being, academic success, and actualization of individual potential.	Learning motivation aims to produce knowledgeable, moral, and well-meaning human beings with Allah and fellow humans.	The main difference lies in the final orientation: self-development versus self-development based on divine values.	The integration of both perspectives results in a holistic learning motivation concept that includes psychological, social, moral, and spiritual aspects.

Psychological Factors That Affect Learning Motivation

Increasing learning motivation requires taking into account students' psychological characteristics in addition to instructional strategies. Every kid is unique in their personalities, passions, and skills. Consequently, in order to give an approach that meets students' needs and makes learning more successful and meaningful, teachers must have a thorough understanding of their conditions (Slameto, 2015: 60). According to behavioristic theory, learning motivation can be developed by offering reinforcement and stimuli. Rewarding exceptional students can boost their motivation to learn and support them in maintaining high learning results. One of the internal elements is intelligence, which is defined as the psychophysical capacity to respond appropriately to stimuli or adapt to one's surroundings. (a) Although there is interaction and connectivity between the human body's organs, intelligence is not necessarily associated with the brain. (b) Every person has talent, which may be consistently refined and developed through learning to become a skill that is highly beneficial to success. (c) Students' willpower is also influenced by how they view learning, its advantages, and the benefits they receive from it. (d) Students' motivation to learn is also significantly influenced by their attitude. This implies that when students are learning in a joyful environment, the teacher's style of instruction is effective, and so on, will pique students' interest and help them achieve their best outcomes, and vice versa. (e) Dynamic Learning Components. Students' emotions, memories, aspirations, and experiences also have an impact on their motivation to learn, both directly and indirectly. (f) Interest Interest is one of the factors that significantly affects learning motivation. Students will study diligently and to the best of their abilities when they are highly engaged in mathematics classes. The same is true for other lessons. Children who receive good support from their parents are more likely to have a positive view of learning, which is the most significant external influence in the learning process. Children who live in harmonious families with open and honest communication are better able to disclose their struggles and scholastic setbacks. Because they feel both practically and emotionally encouraged in their learning process, this situation fosters an environment that best supports children's academic development. Children's psychological health is directly impacted by a peaceful home environment. Children who are raised in loving and supportive environments typically have better emotional equilibrium. They have a stronger feeling of self-worth and feel more confident, all of which are crucial for preserving their mental health. The child's capacity to sustain steady motivation for learning is positively impacted by this psychological well-being. Self-regulated learning is a significant psychological component that influences students' motivation to study in addition to external and internal factors. Stronger and more enduring

motivation is typically found in students who are able to create objectives, develop learning strategies, track their progress, and assess their learning process. Students who practice self-regulation are better able to handle academic difficulties on their own and are more engaged in their education (Panadero, 2017; Zimmerman & Schunk, 2019). Student engagement in the learning process is shaped by the interplay between internal and external factors that affect learning motivation. Needs, learning objectives, interests, self-efficacy, self-regulation, and students' emotional states are examples of internal elements. Since students with high self-efficacy are typically better equipped to overcome academic challenges, sustain efforts, and meet learning objectives, individual confidence in one's abilities is one of the crucial variables. Additionally, by offering psychological support and constructive learning experiences, social contexts like the support of classmates, family, teachers, and learning venues all contribute to enhancing learning motivation (Schunk & DiBenedetto, 2020; Ryan & Deci, 2020). From the standpoint of Islamic education, psychological aspects of learning motivation are explored through spiritual dimensions associated with human inner consciousness in addition to cognitive and social aspects. The idea of qalb demonstrates that learning involves not just intellectual aptitude but also the development of authenticity, sincerity, and a passion of learning. Furthermore, the idea of tawakal offers a psychological foundation for the idea that learning achievement is achieved by striking a balance between maximum effort and acceptance of outcomes. Therefore, learning motivation is a multifaceted process that incorporates psychological, social, moral, and spiritual dimensions in forming pupils who are knowledgeable and have character, as demonstrated by the integration of contemporary psychological ideas with Islamic education (Nata, 2020; Hidayat & Syahidin, 2019).

Factors	Perspectives of Modern Psychology	Islamic Education Perspective	Concept Integration
Self-confidence	Self-efficacy	Confidence in the abilities given by Allah	Confidence accompanied by spiritual awareness
Learning objectives	Goal orientation	Intention and purpose of seeking knowledge	Academic goals are directed at the value of worship
Self-control	Self-regulation	Self-Esteem and Self-Esteem	Learning discipline as a form of self-control
Emotions	Emotional regulation	Serenity of qalb	Managing emotions through psychological and spiritual approaches
Resilience in the face of adversity	Resilience	Patience and Trust	Resilience learning based on effort and belief

The Concept of Learning Motivation in the Perspective of Islamic Education

From the standpoint of Islamic education, studying motivation serves as both a means of worshipping Allah SWT and a means of attaining academic success. This idea demonstrates how spiritual principles in education can give pupils more powerful and long-lasting support (Ramayulis, 2015: 120). Behavioristic, cognitive, humanistic, and psychoanalytic theories of learning motivation give the notion that motivation is impacted by a variety of factors, both internal to the person and external to the environment. As a result, educators play a crucial part in fostering an engaging, welcoming environment that can boost students' excitement for studying (Uno, 2016: 23). This demonstrates the strong correlation between motivation and the effectiveness of education both in the community and at school. Learning motivation can be broadly defined as an internal or external force that propels an individual to acquire knowledge. In the context of education, motivation is the primary driver behind students' desire to participate in class, complete tasks, and work toward certain goals. Without motivation, learning will proceed in a passive manner and yield subpar outcomes.

From the standpoint of Islamic education, its followers are strongly encouraged to have a strong desire to learn, since this will make it easier for them to acquire knowledge. According to the Hadith of the Prophet PBUH, "Seeking knowledge is an obligation for every Muslim" (HR. Baihaqi), Islam does not differentiate between men and women in the pursuit of knowledge. It is evident from the aforementioned hadith that Islam wishes to stress to its adherents the importance of cultivating a strong spirit of learning. The Prophet PBUH stated: "When a man dies, then the reward of his deeds is cut apart from three, namely: charity, useful knowledge, and righteous children who pray" in another hadith (HR. Muslim). This hadith makes it clear that a Muslim who is knowledgeable and able to apply his knowledge in accordance with Islamic teachings will be rewarded both here on Earth and in the hereafter. In this world, he will receive all the comforts of this world, and in the hereafter, he will receive charity from others who have learned valuable lessons from him. It is appropriate for a decent Muslim to always be highly enthusiastic about studying and to be attentive when investigating and searching out high-quality and quantity of knowledge. Allah says in the Qur'an Surah At-Taubah verse 122:

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنفِرُوا كَافَّةً ۚ فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

Additionally, believers who do not believe in the Qur'an do not believe in the Qur'an, and they do not believe in the Qur'an. "And it is not proper for the believers to go all (to the battlefield). Why do some of the classes of them not go to deepen their religious knowledge and warn their people when they return, that they may take care of themselves." From the standpoint of Islamic education, students' drive to learn is also connected to their development of moral responsibility and spiritual awareness. In addition to acquiring knowledge, learning aims to raise understanding of the importance of science and its practical applications. As a result, Islamic students are motivated to learn not just by external factors like grades, awards, or academic requirements, but also by interior awareness derived from religious principles. Students' perseverance, discipline, and sincerity in accomplishing learning objectives can all be strengthened by incorporating spiritual principles into the educational process (Miladiyah et al., 2023). Furthermore, the idea of Islamic learning motivation demonstrates how a balance between intellectual, moral, spiritual, and social factors affects learning performance. In addition to aiming for academic success, students who are motivated to learn according to Islamic principles also have a focus on acquiring knowledge that will benefit society. In this regard, Islamic education contributes to the development of motivation by fostering religious principles, character development, and the establishment of a learning environment that promotes students' overall growth (Saikhudin & Yeli, 2024). Therefore, from the standpoint of Islamic education, learning motivation can be viewed as a multifaceted construct that combines social responsibility, spiritual awareness, and psychological drive. This idea demonstrates that learning motivation is focused on developing morally upright, informed, and responsible human beings in addition to attaining learning objectives. This perspective demonstrates how Islamic education adds a transcendental dimension as a source of strength in the learning process, so expanding the meaning of contemporary learning motivation theories (Kurniawan et al., 2024). The study's findings demonstrate that learning motivation from the standpoint of Islamic education has more comprehensive features than the secular motivational approach since it views knowledge as a component of the process of human formation in its whole. Learning motivation is considered as an internal awareness to gain practical knowledge, develop character, and fulfill human responsibilities as God's servants, in addition to encouraging academic success. According to this viewpoint, the idea of intention serves as the foundation for educational activities since it establishes a person's direction in their quest for knowledge. Learning with good intents develops from inner awareness and spiritual principles that give the learning process a deeper significance rather than depending only on rewards

from outside sources (Nata, 2020; Kurniawan et al., 2024). Islamic learning motivation is connected to the ideas of *thalabul 'ilmi*, *qalb*, and *tawakal* in addition to the notion of intention. *Thalabul 'ilmi* demonstrates that the pursuit of knowledge is a process of self-improvement with the goal of creating informed individuals who will benefit society. In the meantime, the idea of *qalb* shows that learning requires not just intellectual prowess but also the participation of the heart via sincerity, earnestness, and a passion for learning. By striking a balance between maximum effort and acceptance of results, *Tawakal* offers psychological strengthening, enabling students to confront learning obstacles with composure and self-resilience. Thus, learning motivation is a multifaceted construct with cognitive, psychological, and spiritual components, as demonstrated by the combination of educational psychology and Islamic spiritual beliefs (Ryan & Deci, 2020; Kurniawan et al., 2024).

IV. CONCLUSION

The success of the learning process is greatly influenced by learning motivation. Additionally, motivation serves as a catalyst for learning, preserving a spirit of learning, and accomplishing academic objectives. Students can be motivated by internal (intrinsic) factors like interest, curiosity, and a desire to grow, or external (extrinsic) factors like support from teachers, family, the classroom, and prizes. Additionally, a number of psychological characteristics, such as students' intelligence, talent, interest, perception of learning, attitudes, learning experiences, and emotional states, have an impact on their drive to learn. Building and sustaining student learning motivation is also greatly influenced by external factors like family harmony, a supportive school climate, engaging teaching strategies, and the role of teachers. Islamic educational psychology views learning motivation as a kind of worship and personal responsibility in the pursuit of knowledge, in addition to being focused on academic success. The primary pillars that support the drive to study sustainably are Islamic values like sincerity, understanding the value of knowledge, and hope for Allah SWT's approval. Thus, combining contemporary educational psychology techniques with Islamic spiritual principles might be a useful tactic for boosting students' drive to learn and developing them into intelligent, moral, and upright individuals.

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