



Strategies for Increasing Learning Motivation in Islamic Educational Psychology

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Abstract. This research examines strategies for enhancing learning motivation within the realm of Islamic educational psychology. Learning motivation is defined as essential internal and external drives for the educational process. The discussion covers two main types of motivation: intrinsic and extrinsic, as well as various influencing factors such as interest, goals, self-efficacy, environment, and teaching methods. Specifically, this study highlights strategies relevant to Islamic Religious Education (PAI), including instilling intention for Allah's sake, linking material to real life, providing praise, employing varied methods, creating an Islamic learning environment, teacher role modeling, and self-reflection. The ultimate goal is to contribute to the development of holistic Islamic education.

Introduction

Education is the primary foundation for character formation and the progress of a nation. In the context of Islamic education, the learning process aims not only to transfer knowledge but also to shape individuals with noble morals and divine values (Maidugu, U. A., & Isah, A. T., 2024). However, a common challenge in the learning process is fluctuating student learning motivation. Low learning motivation can hinder the achievement of educational goals, necessitating effective strategies to improve it.

Islamic educational psychology offers a holistic perspective in understanding learning phenomena, combining psychological principles with Islamic spiritual values. Within this framework, learning motivation is viewed not only as an intrinsic or extrinsic drive but also as part of worship and the pursuit of Allah's pleasure (Rayhani, A., & Ramli, M., 2024). Therefore, research on strategies for increasing learning motivation in Islamic educational psychology is highly relevant and urgent.

This journal will examine various strategies that can be implemented to increase learning motivation from an Islamic educational psychology perspective. The discussion will include an analysis of factors influencing learning motivation and a review of approaches based on the Qur'an and Sunnah to foster a passion for learning. It is hoped that the results of this research

will provide a tangible contribution to educators, parents, and policymakers in creating an inspiring and motivating learning environment (Wolle, G. S., 2024).

The phenomenon of low learning motivation can be seen from various indicators, such as lack of active participation in class, declining academic achievement, and a tendency to drop out of school. This is certainly a serious concern given the urgency of education in creating a superior generation. Several studies have shown that environmental factors, learning methods, and the role of teachers significantly influence students' motivation levels (Asadpour, M., Bakhshi, M. H., Mirzapour, P., & Shahabi, M., 2025). Therefore, identifying the root of the problem and finding appropriate solutions is crucial. From the perspective of Islamic educational psychology, learning motivation is inseparable from the concept of a Muslim's intention and purpose in life. Learning is seen as a form of jihad in the path of Allah, where the knowledge gained will equip them for worship and benefit the community (Hoque, M., Jaim, M. S., & Mohamed, Y., 2023). Therefore, strategies to increase learning motivation must also address this spiritual dimension, not just the cognitive and affective aspects.

Efforts to increase learning motivation often focus on conventional approaches such as rewards, positive reinforcement, or curriculum adjustments. However, in the context of Islamic educational psychology, these strategies need to be enriched with approaches that integrate Islamic values. For example, teaching the virtues of seeking knowledge in Islam, exemplary stories of Muslim scholars, and emphasizing the blessings of knowledge (Saidi, N. S. B., Mutathahirin, M., Zulkefli, N. A. B., & Dasrizal, D., 2025). This research is expected to bridge the gap between general educational psychology theory and Islamic teachings, resulting in a more comprehensive and relevant strategic framework for education in Indonesia.

This is expected to foster a learning ecosystem that is not only intellectually intelligent but also spiritually strong and imbued with noble character. The importance of learning motivation also aligns with the national education goals of developing individuals who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. With high motivation, students will be more proactive in developing their potential and facing future challenges (Hura, D., Mendrofa, E. T., Gulo, B., & Riana, R., 2024).

Methodologically, this research will use a qualitative approach with a literature review to identify and analyze various concepts and strategies from scientific journals, books, and religious references. This will allow for in-depth and comprehensive information on strategies for increasing learning motivation in Islamic educational psychology.

Method

This study aims to examine in-depth strategies for increasing learning motivation from an Islamic educational psychology perspective. To achieve this goal, this study adopted a qualitative approach with a literature review design. A qualitative approach was chosen because it allows researchers the flexibility to explore and understand the phenomenon of learning motivation from various perspectives, explore complex concepts, and build a comprehensive theoretical framework based on existing literature (Luft, J. A., Jeong, S., Idsardi, R., & Gardner, G., 2022). The literature review design allows researchers to synthesize information from a variety of primary and secondary sources, avoiding direct data collection from the field, but instead focusing on in-depth analysis of previously published scientific works.

The primary data source in this study is secondary data sourced from various scientific literature. Priority was given to national and international scientific journals published after 2015, covering the disciplines of educational psychology, Islamic education, learning motivation, and learning strategies. Additionally, relevant scientific books, conference proceedings, and undergraduate theses and dissertations were also included in the data sources. Equally important, this research also refers to primary religious sources such as the Qur'an and Hadith, accessed through relevant interpretations and commentary, to provide a philosophical foundation and

Islamic values underlying the concepts of knowledge and learning. The selection of these data sources was carried out through rigorous selection to ensure their reputation, credibility, and relevance to the research focus (Dada, S., Dalkin, S., Gilmore, B., Hunter, R., & Mukumbang, F. C., 2023).

The data collection procedure was conducted systematically. Initially, the researcher identified relevant keywords, such as learning motivation, Islamic educational psychology, motivation enhancement strategies, intrinsic motivation, extrinsic motivation, Islamic religious education, and learning intention in Islam, to guide the search process (Handrianto, C., Jusoh, A. J., Herlina, S., Alfurqan, A., & Azhar, N. F. N., 2025). Next, a literature search was conducted through various leading electronic databases such as Google Scholar, Sinta, Moraref, and Scopus, with a publication year limit of 2015 or later to ensure data up-to-dateness. An initial screening and selection process was conducted based on the relevance of the title and abstract, followed by downloading articles that met the criteria. The next stage involved carefully reading and analyzing the content of each selected literature, focusing on identifying definitions, types, influencing factors, and strategies for enhancing learning motivation, particularly from the perspective of Islamic educational psychology. Important data, including key quotes, research findings, and theoretical arguments, were then extracted and grouped into predetermined thematic categories.

The collected and extracted data were then analyzed using qualitative content analysis. This analysis process begins with data reduction, where researchers select and focus on key information most relevant to the research questions, while eliminating irrelevant data. After data reduction, the data then moves to the data presentation stage, where the selected information is organized into systematic thematic categories (Mezmir, E. A., 2020). This presentation can take the form of a coherent narrative description, a conceptual table, or even a model depicting the relationships between concepts, including the definition of motivation, its types, internal and external driving factors, and strategies for enhancing motivation in the context of Islamic Religious Education (PAI). The final stage is drawing conclusions, where researchers interpret and synthesize the presented data to identify patterns, relationships, and central themes. Conclusions are drawn inductively, moving from specific data analysis to conceptual generalization and the formulation of strategic recommendations. The entire conclusion-drawing process also involves verification by referring back to the original data sources to ensure the accuracy, validity, and credibility of the research findings.

Results and Discussion

1. Discussion

a. Understanding Learning Motivation

Learning motivation is a central concept in education that significantly influences the success of the learning process. Generally, motivation can be defined as a drive, both internal and external, that fosters enthusiasm and direction in an activity (Merdiaty, N., & Sulistiasih, S., 2024). In the context of learning, this drive specifically aims to achieve academic goals and self-development. Furthermore, learning motivation is often understood as an internal or external force that drives individuals to engage in learning activities, ultimately resulting in changes in behavior or understanding. This force can be a need, desire, or even a deep interest in a learning material. Without this drive, the learning process tends to be passive and less effective.

Learning motivation is not merely a desire to learn, but also involves a strong will to strive and persevere in the face of learning difficulties. They emphasize that high motivation will make students more persistent in completing tasks and not give up easily even when faced with complex challenges (Lopez-Garrido, G., 2023). From an educational psychology perspective, learning motivation is categorized into two main types: intrinsic motivation and extrinsic motivation. Intrinsic motivation is a drive that originates from within the individual, such as curiosity, personal interest, or the satisfaction of acquiring knowledge. Intrinsically motivated individuals learn because they enjoy the process, not because of external rewards.

Conversely, extrinsic motivation is a drive that originates from outside the individual, such as awards, praise, good grades, or even avoiding punishment (Morris, L. S., Grehl, M. M., Rutter, S. B., Mehta, M., & Westwater, M. L., 2022). Although extrinsic motivation originates from outside, it remains important in sparking someone's initial learning, especially for those who have not yet discovered an intrinsic interest in a subject. A balance between these two types of motivation is often key to successful learning. It's important to understand that learning motivation is not a fixed, innate trait, but rather a dynamic condition that can change and is influenced by various factors. These factors include the learning environment, teacher teaching methods, social support from parents and peers, and an individual's perception of their own abilities (Olana, E., & Tefera, B., 2022). Appropriate interventions can boost previously low motivation.

The phenomenon of learning motivation is also inseparable from the concept of self-efficacy, or confidence in one's ability to succeed in learning. Students with high self-efficacy tend to be more motivated to try new things and are less likely to give up when faced with difficulties (Mamolo, L. A., 2022). Therefore, efforts to increase motivation often go hand in hand with strengthening students' self-confidence. Furthermore, clear and relevant goals also play a crucial role in shaping learning motivation. When students understand why they should learn something and how the material is relevant to their lives or future aspirations, their motivation tends to increase (Sheffler, P., Rodriguez, T. M., Cheung, C. S., & Wu, R., 2022).

Teachers who are able to relate lesson material to real-life contexts will be more effective in fostering motivation. In the context of Islamic education, learning motivation is often associated with the concept of *talab al-'ilm* (seeking knowledge) as an act of worship. Learning is not merely for worldly purposes, but also to gain the blessings and approval of Allah SWT (Firmansyah, F., 2025). This understanding lends a profound spiritual dimension to learning motivation, making it more than just academic achievement. Thus, it can be concluded that learning motivation is a complex of psychological, emotional, and sometimes spiritual drives that motivate individuals to actively engage in the learning process, persevere in the face of challenges, and achieve educational goals. A comprehensive understanding of this concept is essential for educators to design effective and inspiring learning strategies.

b. Types of Learning Motivation

Learning motivation, as a driving force in the educational process, can be categorized into several interrelated types. Understanding these types of motivation is crucial for educators in designing effective learning strategies. Broadly speaking, learning motivation is generally divided into two main categories: intrinsic motivation and extrinsic motivation (Ramalingam, K., & Jiar, Y. K., 2022). Intrinsic motivation refers to the drive that originates from within the individual. Students with high intrinsic motivation tend to learn based on internal desires or needs, such as curiosity, personal interest in a subject, or the satisfaction derived from the learning process itself (Manda, D., 2023). They enjoy academic challenges and feel satisfied when they successfully understand new concepts, rather than expecting external rewards.

Concrete examples of intrinsic motivation include a student reading a physics textbook because they are genuinely interested in how the universe works, or a college student spending hours solving complex math problems because they enjoy the logical thought process. In these cases, the learning process itself is the reward. On the other hand, extrinsic motivation is a drive that originates from factors external to the individual. This source of motivation can be awards, praise, high grades, gifts, recognition from teachers or parents, or even pressure to avoid punishment or failure (Munif, M., 2024).

Although extrinsic motivation originates externally, it is often the initial trigger for someone to start or maintain learning activities. For example, a student might study hard to get the best grades to get into their favorite college, or a child might study hard to avoid being scolded by their parents. Initially, the goal of learning is to obtain something desired externally or

to avoid something undesirable. Although different, intrinsic and extrinsic motivation are not always mutually exclusive (Ramalingam, K., & Jiar, Y. K., 2022). The two can interact and influence each other. Often, extrinsic motivation can spark initial interest that later develops into intrinsic motivation. For example, a student who initially studies to receive praise from a teacher may gradually discover a true passion for the subject. The explanation of intrinsic and extrinsic motivation will be explained in the following presentation:

1) Intrinsic Motivation.

Intrinsic motivation is a drive that originates from within the individual, without any external influence or reward (Morris, L. S., Grehl, M. M., Rutter, S. B., Mehta, M., & Westwater, M. L., 2022). When someone is intrinsically motivated, they engage in an activity because they find pleasure, interest, or satisfaction in the activity itself. This means that the learning process is the reward, not the outcome. Intrinsic motivation is often related to a deep curiosity, a desire to master a skill, or a sense of autonomy in learning (Merdiaty, N., & Sulistiasih, S., 2024). For example, a student who enjoys reading encyclopedias or scientific books outside of class because they are genuinely interested in the new knowledge they gain demonstrates intrinsic motivation. Learning, for them, is a pleasurable and personally satisfying experience.

The main characteristics of individuals with high intrinsic motivation are perseverance, the ability to face challenges with enthusiasm, and a tendency to explore beyond what is required (Fishbach, A., & Woolley, K., 2022). They learn because of an internal drive to grow, understand, and develop their potential, not out of fear of punishment or expectation of praise. In the context of Islamic education, intrinsic motivation can be linked to the concept of talab al-'ilm (seeking knowledge) as part of worship. A sincere intention to seek knowledge for the good of oneself and others, as well as to draw closer to Allah SWT, is a powerful form of intrinsic motivation (Zuki, N. S. M., Hoque, M., & Mohamed, Y., 2024). Knowledge is seen as light and guidance, sought for its intrinsic value.

2) Extrinsic Motivation

Extrinsic motivation is a drive that originates from factors outside the individual (Romaniuc, R., & Bazart, C., 2026). Someone who is extrinsically motivated engages in an activity not because they enjoy the activity itself, but because they expect external rewards or want to avoid negative consequences. Common examples of extrinsic motivation include grades, praise from teachers or parents, gifts, certificates, scholarships, or the threat of punishment for not meeting certain standards (Kusumawati, M. D., Fauziddin, M., & Ananda, R., 2023). For example, a student studies hard for an exam not because they love the subject, but because they want to get a good grade to get into their dream university or to make their parents proud.

Although often considered less ideal than intrinsic motivation, extrinsic motivation plays an important role, especially early in the learning process or when students have yet to discover an intrinsic interest in a subject. Extrinsic motivation can be an initial trigger that, with time and success, can transform into intrinsic motivation (Morris, L. S., Grehl, M. M., Rutter, S. B., Mehta, M., & Westwater, M. L., 2022). For example, praise from a teacher can make students feel competent and ultimately develop an interest in the subject. It's important for educators to understand that extrinsic motivation must be used wisely.

Relying too much on external rewards without nurturing intrinsic interest can be risky, as when rewards are removed, learning motivation can decline. Therefore, effective learning strategies often seek to foster intrinsic motivation, with extrinsic motivation as an initial tool. Both intrinsic and extrinsic motivation play crucial roles in the teaching and learning process. They are not mutually exclusive, but rather complementary. A successful educator is one who is able to identify the sources of their students' motivation and design a learning environment that fosters both types of motivation in a balanced manner (Mirzaei, M., Hoseini Shavoun, A., & Ahmari Tehran, H., 2025). This way, educational goals can be optimally achieved.

In addition to the intrinsic and extrinsic divisions, some experts also classify learning motivation based on its goal orientation. These include mastery-oriented motivation and

performance-oriented motivation. Students with a mastery orientation focus on increasing understanding and developing skills, while students with a performance orientation are more concerned with comparison with others or demonstrating their abilities. There is also the concept of affiliation motivation, where someone learns to gain acceptance or approval from a social group or peers. In this context, learning becomes a tool for achieving social goals (Hofer, J., & Hagemeyer, B., 2025). For example, a student might be motivated to study in a group to interact with their more intelligent peers. Furthermore, several studies have also highlighted achievement motivation, namely the drive to achieve certain standards of excellence. Individuals with high achievement motivation not only want to graduate, but also achieve the best results, exceed expectations, and continuously improve their abilities.

c. Factors Influencing Motivation

Learning motivation is a dynamic construct influenced by various factors, both internal and environmental. Understanding these factors is crucial for educators to identify the root causes of low motivation and design effective interventions.

1) Individual (Internal) Factors

Internal factors are characteristics or conditions originating from within the students themselves, which directly influence their drive to learn.

- a) **Interests and Needs.** One of the primary drivers of learning motivation is genuine interest in a subject or learning material. When a student is interested in a topic, they automatically become more enthusiastic and eager to learn it, reflecting intrinsic motivation (Gusrianto, G., Zakarya, Z., Mahfuzh, T. W., Ali, A., & Simbolon, B. R., 2025). This interest can arise from previous experiences, natural curiosity, or the relevance of the material to the student's personal life. In addition to interest, an individual's basic needs also significantly influence motivation; if fundamental needs such as safety, acceptance, and appreciation are not met in the learning environment, focus and drive to learn can be significantly hampered. Fulfilling these needs is a prerequisite for optimal learning motivation.
- b) **Learning Goals.** Clarity of goals to be achieved in the learning process has a crucial impact on students' motivation levels. When students have specific, relevant, and challenging yet achievable learning goals, they tend to be more motivated to strive for excellence (Merdiaty, N., & Sulistiasih, S., 2024). These goals can vary widely, from personal aspirations to master a particular skill, to the desire to pursue career aspirations, to academic goals such as achieving good grades or pursuing higher education. Well-internalized goals will serve as a compass for the direction and intensity of students' learning efforts.
- c) **Self-Efficacy.** A person's belief in their ability to succeed in carrying out a specific task or achieving a goal is a highly influential internal factor known as self-efficacy. Students with high self-efficacy, a strong belief in their ability to master material or complete a task, are more motivated to try new things, persevere in the face of difficulties, and resist giving up easily even when faced with obstacles. In contrast, students with low self-efficacy tend to avoid tasks they perceive as difficult or give up quickly, because they do not believe in their own ability to succeed.
- d) **Perception of Assignment Value.** Students' learning motivation is also greatly influenced by their perception of the value or usefulness of the assignments or subject matter being studied. If students perceive that the assignment has significant relevance to them, whether for their future, career development, or application in their daily lives, their motivation will increase substantially (Pantzos, P., Gumaelius, L., Buckley, J., & Pears, A., 2023). Conversely, if students do not see any practical value or benefit from the material being taught, their intrinsic and extrinsic motivation to learn will tend to decrease, leading them to feel that the learning activity is futile.
- e) **Learning Styles and Intelligence.** Each individual has different learning style preferences, such as visual, auditory, or kinesthetic, as well as unique intelligence profiles. Learning

tailored to students' learning styles can significantly increase their comfort in learning, which in turn will increase their motivation to learn (Emma, L., 2024). When teaching methods align with how students best process information, they will feel more engaged and successful. A lack of alignment between a teacher's teaching style and a student's learning style can create frustration and decrease interest and motivation to learn.

2) Environmental Factors (External)

External factors are conditions or situations that originate outside the student but have a significant impact on their learning motivation.

- a) **Learning Environment.** The physical and psychological environment in which the learning process takes place has a significant influence on motivation. A conducive, comfortable, safe, clean, and emotionally supportive environment will foster enthusiasm for learning and concentration (Baihaqi, M. A., & Sutama, S., 2025). An orderly and distraction-free environment will enable students to focus. Conversely, a noisy, disorganized, or stressful environment, whether at school or at home, can create discomfort and anxiety, ultimately hindering students' learning motivation.
- b) **Teacher Teaching Methods.** A teacher's teaching style is one of the most dominant external factors influencing student motivation. Teachers who use varied, interactive, relevant learning methods that stimulate students' critical thinking will be more successful in arousing and maintaining their motivation (Mastul, A. R. H., 2024). Teaching that involves discussions, case studies, projects, or simulations tends to be more engaging than one-way lectures. On the other hand, a teaching style that is monotonous, rigid, or too authoritarian can make students bored, lose interest, and ultimately reduce their motivation to learn.
- c) **Teacher-Student Relationship.** The quality of the relationship between teachers and students has a profound psychological impact on motivation. A positive, respectful, supportive, and empathetic relationship between teachers and students can create a sense of security and comfort for students in the classroom, which in turn increases their motivation to learn (Romanovska, L., & Novak, M., 2024). Teachers who are caring, willing to listen, and approachable tend to be better able to motivate their students because they feel valued and supported in their learning process.
- d) **Parental and Family Support.** The participation and support provided by parents or other family members is essential in shaping and maintaining a child's motivation to learn. Parents who provide emotional support, provide adequate learning facilities, show interest in their child's academic development, and create a conducive home environment can significantly increase a child's motivation to learn. A harmonious and supportive family environment provides emotional stability that allows children to focus on their studies.
- e) **Feedback and Rewards.** Providing constructive feedback and timely and appropriate rewards can maintain and enhance students' learning motivation. Specific feedback on student performance helps them understand what they are doing well and what needs improvement, so they know how to continue improving. Meanwhile, rewards, whether verbal praise, public recognition, good grades, or material rewards, can serve as positive reinforcement that reinforces desired learning behaviors. It is important to note that rewards must be used strategically to avoid diminishing intrinsic motivation (Fishbach, A., & Woolley, K., 2022).

Understanding the complex interplay between these internal and external factors allows educators to design comprehensive strategies that focus not only on individual students but also on optimizing the learning environment and providing comprehensive systemic support.

d. Strategies for Increasing Learning Motivation in the Context of Islamic Religious Education (PAI)

Increasing learning motivation in the context of Islamic Religious Education (PAI) requires a unique approach, focusing not only on the cognitive and affective aspects but also on the spiritual dimension. The strategies implemented must be able to internalize Islamic values so that learning becomes an act of worship and a pursuit of Allah SWT's pleasure.

- 1) **Instilling Intentions for Allah (Ikhlas).** A fundamental strategy in PAI is instilling sincere intentions for Allah SWT in every learning activity. Teachers need to explain that seeking knowledge is a religious command and part of worship that will bring rewards and blessings. By understanding that the purpose of learning is not only for worldly purposes but also for the afterlife, students will develop strong and sustainable intrinsic motivation (Gryshchenko, O., Murphy, M., & Voloshyna-Narozhna, V., 2023). Teachers can begin lessons by reminding students of the primacy of knowledge in Islam and the importance of correct intentions.
- 2) **Connecting Material to Real Life.** PAI material often feels abstract to students if it is not connected to the realities of their lives. Therefore, connecting the material to students' real lives is a crucial strategy. Teachers can use examples of everyday situations, actual events, or relevant moral dilemmas to demonstrate how Islamic teachings provide solutions and guidance for life (Muis, A., Eriyanto, E., & Readi, A., 2022). When students see the direct relevance of what they are learning to the problems they face, their motivation to understand and apply the knowledge increases.
- 3) **Provide Praise and Positive Feedback.** As with other general subjects, providing praise and constructive, positive feedback is highly effective in increasing motivation to learn Islamic Religious Education. Teachers need to be sensitive to students' efforts and progress, no matter how small, and offer sincere appreciation (Fatima, F., Siddiqi, F. A., & Ali, S., 2025). Feedback should not only focus on the final result but also on the process, such as perseverance in memorizing Quranic verses or courage in expressing opinions about Islamic jurisprudence. Specific praise can reinforce desired learning behaviors and build students' self-efficacy in the religious sphere.
- 4) **Using Active and Varied Methods.** Islamic Religious Education (PAI) learning will be more engaging and motivating if teachers use active and varied methods. Lectures alone are not enough. Teachers can integrate methods such as group discussions (halakah), case studies of Quranic verses or hadith, role-playing prayer simulations, Islamic poster projects, or presentations about Islamic figures (Hikmah, N., 2025). This variety of methods will accommodate students' diverse learning styles and maintain their interest in religious studies.
- 5) **Creating an Islamic Learning Environment.** Creating a conducive Islamic learning environment is essential. This includes maintaining a clean and tidy classroom, using Islamic-themed learning media (e.g., calligraphy, Quranic verse posters), and fostering Islamic etiquette in the classroom. Beyond just physical support, a supportive psychological environment must be created, where students feel safe to ask questions, discuss, and even make mistakes in understanding religious teachings without fear of judgment.
- 6) **Teachers' Exemplary Role as Spiritual Educators.** Islamic Religious Education teachers serve not only as instructors but also as spiritual educators and role models (uswah hasanah). Teachers' attitudes, morals, and behavior that align with Islamic teachings will be a powerful inspiration for students (Khan, S. A., & Ahmed, S. Z., 2025). When students see their teachers consistently practicing Islamic values, they will be more motivated to emulate and internalize these teachings in their own lives. This exemplary role model builds students' trust and respect for the Islamic Religious Education material and their teachers.
- 7) **Cultivate Reflection and Self-Reflection.** To foster deep motivation to learn in Islamic Religious Education (PAI), it is important to cultivate the habit of students engaging in

reflection and self-reflection. Teachers can conclude lessons by inviting students to reflect on how the material they have just learned can be applied to their daily lives and how it can improve their worship and morals. This activity helps students understand the broader purpose of learning and encourages them to continuously improve themselves spiritually (Mamirjonovna, M. M., 2023).

Implementing these strategies in a holistic and integrated manner will help Islamic Religious Education teachers not only increase students' motivation to learn but also shape the character of a comprehensive Muslim with noble morals.

2. Results

This literature review successfully identified and synthesized various aspects related to learning motivation in the context of Islamic educational psychology, including its definition, types, influencing factors, and strategies for improving it. These findings provide a comprehensive overview that can serve as a foundation for more effective educational practices. The research findings indicate that learning motivation is fundamentally a drive, both internal and external to the individual, that fosters enthusiasm and directs behavior in learning activities. In the context of Islamic education, this motivation is enriched with a spiritual dimension, where learning is not merely for fulfilling worldly needs, but also as a form of worship and seeking the pleasure of Allah SWT (Dafkova, E., 2024).

Specifically, two main types of motivation were identified: intrinsic motivation and extrinsic motivation. Intrinsic motivation arises from personal interest, curiosity, and the satisfaction derived from the learning process itself. Students with intrinsic motivation tend to be persistent and enjoy academic challenges. In contrast, extrinsic motivation is driven by external factors such as grades, praise, or rewards. Although different, these two types of motivation are dynamic and can influence each other; extrinsic motivation can be the initial trigger that then develops into intrinsic motivation as student interest and competence increase (Bandara, K. M. N. T. K., & Hettiwaththage, R. C., 2025).

Literature analysis identified various factors that significantly influence learning motivation, categorized as internal (individual) and external (environmental) factors. From an internal perspective, student interest and need for a material are found to be vital, as they trigger an authentic learning drive. Clear and relevant learning goals, both short-term and long-term, serve as a compass that guides students' learning efforts. The importance of self-efficacy is also prominent, as students who believe in their abilities tend to be more persistent in the face of difficulties. In addition, students' perceptions of the value of the assignments they complete and the suitability between learning styles and teaching methods also contribute to shaping individual motivation (Topu, F. B., 2024).

Meanwhile, external factors play a significant role in shaping the motivational climate. A conducive learning environment, both physically and psychologically, is a crucial prerequisite for student comfort and focus. Teachers' varied, interactive, and relevant teaching methods have been found to be highly effective in attracting and maintaining student interest. Positive and supportive teacher-student relationships are also powerful motivators. Furthermore, parental and family support provides an essential emotional foundation and resources, and appropriately provided constructive feedback and rewards can foster and enhance students' enthusiasm for learning (Merdiaty, N., & Sulistiasih, S., 2024).

The results of this study confirm that the most effective strategies for increasing learning motivation are holistic, considering both internal and external aspects of students, and, within the context of PAI, deeply integrating Islamic spiritual values.

Conclusion

In an effort to examine and improve learning motivation in the context of education, particularly Islamic Religious Education (PAI), it is important to understand in-depth what learning motivation is, its types, the factors that influence it, and effective strategies for improving it. Learning motivation is defined as the internal and external drive that drives individuals to actively participate in the learning process to achieve educational goals. It is the force that drives students to persevere, strive, and persevere in the face of challenges. Broadly speaking, learning motivation is divided into two main types. First, intrinsic motivation, which is the drive that originates from within the student themselves, such as curiosity, personal interest, or satisfaction in acquiring knowledge. Students with intrinsic motivation learn because they enjoy the process. Second, extrinsic motivation stems from external factors, such as rewards, praise, good grades, or the desire to avoid punishment. Although extrinsic motivation originates from outside sources, it can be the initial trigger that can then develop into intrinsic motivation. Furthermore, there are mastery-oriented motivation, performance-oriented motivation, affiliation motivation, and achievement motivation, all of which reflect students' diverse goals and orientations in learning.

Learning motivation is highly dynamic and influenced by various factors, both internal and external. Internal factors include students' interests and needs, their learning goals, their self-efficacy in their abilities, their perceived value of the assignments they complete, and their learning styles and intelligence. External factors include a conducive learning environment, varied teacher teaching methods, positive teacher-student relationships, parental and family support, and feedback and rewards. The complex interaction between these factors determines the level of student learning motivation. In the context of Islamic Religious Education, strategies for increasing learning motivation not only consider general psychological aspects but also integrate Islamic spiritual values. Strategies that can be implemented include instilling an intention for the sake of Allah (ikhlas) as the primary foundation of learning, so that knowledge is viewed as worship and a pursuit of His pleasure. Teachers also need to connect the material to students' real lives, demonstrating the relevance of Islamic teachings in facing everyday challenges.

Furthermore, providing praise and constructive positive feedback is crucial for reinforcing desired learning behaviors, while using active and varied methods in Islamic Religious Education (PAI) learning to maintain student engagement and enthusiasm. Creating a physically and psychologically conducive Islamic learning environment is also essential. Equally important, the role model of teachers as spiritual educators will serve as a powerful inspiration for students to internalize religious values, and cultivating reflection and self-reflection can help students understand broader learning goals and enhance their spiritual quality. Therefore, increasing learning motivation, both in general and within Islamic Religious Education (PAI), requires a holistic approach that considers the individual, the environment, and, in an Islamic context, the spiritual aspect. Implementing appropriate and integrated strategies will enable optimal educational goals to be achieved, namely, developing individuals who are not only intellectually intelligent but also spiritually strong and possess noble character.

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