



## Internalization of Learning Motivation in Literary Text-Based Qiraah Learning

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### Abstract


Learning motivation has become a serious problem in various educational institutions because it has implications for students' interest and focuses on learning, the higher the motivation to learn, the higher the interest and focus of student learning. This research aims to instill students' learning motivation through learning *maharah qiraah* (reading skills) using the teaching material of the story of Al-Hub Al-Maktum written by Prof. Drs. Muhaiban. This research uses a descriptive qualitative method to examine the data through data analysis of observations, interviews, and document studies with research samples from MA Al-Irsyad Tenganan 7 students in Batu City. The data field shows that students are less motivated by the learning materials that have been applied, which was implicated in the decreased interest and focus of students learning during teaching and learning activities. The results of the research show that there is an increase in students learning motivation in teaching and learning activities maharah qiraah using the teaching material of the story of Al-Hub Al-Maktum. These can be seen from the enthusiasm of students for participating in learning and the value calculations of before and after learning are increased by 9.96. The learning motivation that increases in students has able to influence student's interest and focus on learning during teaching and learning activities.

**Keywords:** Learning Motivation, Teaching Materials, Pedagogical Competence

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## Introduction

In recent years, the problems in the world of education have attracted the attention of many researchers, especially stakeholders in educational institutions. In general, the research examines a lot about educational psychology, educational media, and educational philosophy, as fatih Koca research "Motivation to Learn and Teacher-Student Relationship" mentioned that the closeness of the teacher to the student can affect aspects of student psychology to foster learning motivation<sup>1</sup>.

Even the latest research examines a lot about learning strategies and methods, character education, and learning motivation. However, research on learning motivation examines many aspects of the effectiveness of learning motivation on learning outcomes, efforts to increase learning motivation, analysis of learning motivation tendencies, and others, such as research conducted by Cintya Amelia and Albert Supriyanto Manurung to find out how much influence audiovisual *pontoon* learning media has on the learning motivation of students of SDN 05 Grogol Pagi on mathematics subjects<sup>2</sup>, findings from research with this experimental method show the influence of learning media on increasing learning motivation. Likewise, the research conducted by Moh. Anshori Aris Widya et al, 'Increasing Learning Motivation through Educational Games in the New Normal Era' as research on the development of learning media that is functioned to increase student learning motivation, from this research researchers succeeded in designing an educational game "*Happily Learn*"; able to realize fun online learning and foster learning motivation for elementary and MI students in Gondangmanis Village<sup>3</sup>.

Although research related to learning motivation has been widely studied by experts, it does not mean that all learning motivation problems have been solved, for example, the problem of learning motivation in online learning during the Covid-19 pandemic and the problem of learning motivation in language learning. Covid-19 forces the teaching and learning process to be carried out online so that it results in students' interest in learning, therefore an injection of motivation is needed for students to increase their interest and focus on learning. Moreover, foreign language learning is theoretically stated "language learning should be formed in a language environment that allows for direct interaction between students and teachers."<sup>4</sup> and research hasir Y. Uti et al explained that "the application of the *Problem Based Learning* learning model offline can grow student learning motivation compared to online learning, the value of student anticipation decreases when learning is carried out online"<sup>5</sup>

Broadly speaking, many efforts have been made to overcome these problems, and various researches continue to be studied to find solutions to the problems of learning motivation. Among them, research by Almi Ranti Datu et al. "The Influence of Learning Motivation on Student Learning Outcomes in the Midst of the Covid-19 Pandemic" explains that learning motivation is one of the benchmarks for learning success, even student learning outcomes can be

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<sup>1</sup> Fatih Koca and D Ph, "Motivation to Learn and Teacher – Student Relationship," *Journal of International Education and Leadership* 6, no. 2 (2016).

<sup>2</sup> Cintya Amelia, Albert Supriyanto, and Universitas Esa Unggul, "EDUKATIF: JURNAL ILMU PENDIDIKAN Pengaruh Media Pembelajaran Audiovisual Powtoon Terhadap Motivasi Belajar Siswa Pada Pelajaran Matematika Di Sekolah Dasar" 4, no. 3 (2022): 4346–55.

<sup>3</sup> Moh Anshori Aris Widya et al., "Peningkatan Motivasi Belajar Melalui Game Edukatif Di Era New Normal," *Jumat Pendidikan: Jurnal Pengabdian Masyarakat* 2, no. 1 (2021).

<sup>4</sup> Abdurrahman bin Ibrahim Al-Fauzan, *Idboat Limu'allimi Allughab Al'arabiyah Lighairin Nathiqin Biba* (Riyadh: Arabic For All, 1431).

<sup>5</sup> Andrew Jeklin, "Pengaruh Penggunaan Media Game Pada Pembelajaran Bahasa Inggris Secara Daring Dan Luring Di MTs N 1 Gorontalo" 3, no. July (2016): 1–23.

influenced by learning motivation factors among other factors<sup>6</sup>, Harlen Simanjuntak also mentioned in his research "Learning Motivation Affects The Learning Outcomes of Grade V Students in Elementary Schools" that the influence of learning motivation on student learning outcomes in class V SDN 064021 Medan Helvetia District, Medan City is very high<sup>7</sup>.

Eliana in her research said that motivasi is defined as a driving force in a person that generates a response to carry out various activities for the realization of the goals to be achieved. The motivation for learning as a driving force contained in the internals of students that gives rise to interest in learning, shows the direction of continuity in learning activities, to lead students to their desired goals<sup>8</sup>. In essence, the motivational power is ingrained in each individual, but to bring it up, it is necessary to have a stimulus that can stimulate the reaction of the power, both from the student's internals and from the external.

External factors can be obtained from the environment, people closest to them, teachers, and others. To foster motivation in students, it is necessary to make efforts to internalize learning motivation in students. Internalization of learning motivation is an effort made by a person to influence a study group through various activities with awareness. Suharman in his research mentioned internalization as learning during life in the world, which is carried out by a person towards community or social groups<sup>9</sup>, M. Naelul Mubarak explained that internalization is a process of a person entering/making material (learning motivation) to students, then absorbed and applied by students<sup>11</sup>.

Regarding teaching materials as a subject of internalization of learning motivation, Yudi Susilo in his research said "there is an increase in student learning motivation in learning comparative and trigonometry materials with cooperative learning models of the type *Numbered Head Together* (NHT)<sup>12</sup>. So the teaching material is one of the options to make it a subject of internalization of learning motivation. In this research, researchers raised teaching materials as subjects that play a role in internalizing learning motivation in students. The teaching materials used by researchers are essays sastra; *Al-Hub Al-Maktum*. This book is an additional material on the learning of *maharah qiraah* (reading skills), in addition to the main teaching material that is a guide for learning maharah qiraah in class XA MA Al-Irsyad Tengaran 7 Batu City. This research aims to examine the process of instilling learning motivation in learning maharah qira'ah through the literary text *Al-Hub Al-Maktum* by Prof. Drs. Muhaiban at MA Al-Irsyad Tengaran 7 Batu City.

The research method in this research uses descriptive qualitative research to understand natural phenomena. Researchers were also presented directly to the research site to review data by observation methods, interviews and document studies using natural backgrounds obtained from

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<sup>6</sup> Almi Ranti Datu, Hetty Julita Tumurang, and Juliana Margareta Sumilat, "Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswa Di Tengah Pandemi Covid-19," *Basivedo* 6, no. 1959–1965 (2022).

<sup>7</sup> Harlen Simanjuntak, "Motivasi Belajar Mempengaruhi Terhadap Hasil Belajar Siswa Kelas V Di Sekolah Dasar," *As-Syar'i: Jurnal Bimbingan & Konseling Keluarga* 4, no. 1 (2021), <https://doi.org/10.47467/assyari.v4i1.94>.

<sup>8</sup> Eliana, "Pai Teacher Strategies in Increasing Learning Motivation of Students of SMPN 1 Wih Pesam, Bener Meriah," *Tadabbur: Journal of Islamic Civilization* 3, no. 1 (2021), <https://doi.org/10.22373/tadabbur.v3i1.145>.

<sup>9</sup> M. Sardiman A., *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2008).

<sup>10</sup> Suharman Man, "FAKTOR DETERMINAN AKHLAK REMAJA," *Conciencia* 18, no. 2 (2018), <https://doi.org/10.19109/conciencia.v18i2.2628>.

<sup>11</sup> M. Naelul Mubarak, "INTERNALISASI NILAI KARAKTER DEMOKRATIS-RELIGIUS MELALUI PENGEMBANGAN MATA KULIAH KULIAH TAFSIR TEMATIK TERINTEGRASI CIVIC EDUCATION," *Jurnal Kajian Agama Hukum Dan Pendidikan Islam (KAHPI)* 3, no. 2 (2022), <https://doi.org/10.32493/kahti.v3i2.p99-110.17552>.

<sup>12</sup> Yudi Susilo and Siti Khabibah, "Peningkatan Motivasi Belajar Siswa Melalui Model Pembelajaran Kooperatif Tipe Numbered Head Together (Nht) Materi Ajar Perbandingan Dan Fungsi Trigonometri Pada Siswa Kelas X," *MATHEdunesa* 2 (2010).

informant sources to describe natural problems concretely and thoroughly<sup>13</sup>. In this study, the researcher described the process of teaching and learning activities of maharah qiraah using Al-Hub Al-Maktum material to instill learning motivation in class XA students of Madrasah Aliyah Al-Irsyad Tenggara 7 Batu City with a research sample of 24 students. The process of working on this research goes through several stages; the planning stage, implementation stage, data analysis stage and report writing stage.

## Result and Discussion

The presentation of the results and discussion in this research is divided into two sub-chapters; *first*, the process of internalizing learning motivation through the literary work of Al-Hub Al-Maktum, *second*, the results and impact of learning the story of Al-Hub Al-Maktum in increasing student learning motivation.

*First*, is the process of internalizing learning motivation through the literary work of Al-Hub Al-Maktum.

The fundamental problem of learning motivation faced by students is the mental state of students with various internal and external pressures so that they are not ready to follow the learning. Some of the factors that influence student learning motivation include; mandatory material in textbooks is not on the student's language level, the division of class hours is not by the dependents of the teaching material (this is related to trimming class hours at face-to-face meetings during Covid-19), students do not focus on participating in learning and others<sup>14</sup>. However, the hal can be prevented by students by preparing themselves before starting learning, among the preparations that must be considered are; *firstly* the physical hygiene of the student must appear clean and confident in his appearance, *secondly*, the student must read and understand the learning material before the teaching and learning activities begin so that the student more easily captures the material to be taught, *thirdly* regardless of the burden and family and social problems so that the student does not feel depressed in his psychological aspects.

The above phenomena can be noticed and prevented by the students themselves so that learning motivation will grow along with the stimulus provided by the teacher in the study room. The teacher as a class manager has a very important role to develop student learning motivation, the better the stimulus provided will have an impact on students' interest in learning. In general, learning motivation determines students' interest in learning, because the presence of students in the teaching and learning process will show student enthusiasm in participating in learning, if student learning motivation is high and accompanied by a stimulus from the teacher will have an impact on good learning outcomes.

In addition, the role of parents is also very important to foster student learning motivation, in this case, the role is represented in the care of the boarding school of Pesantren Al-Irsyad Tenggara 7 Batu City. The guidance and direction of the dormitory caregiver will have a better impact on the mental readiness of the student because the daily activities of the student are part of the responsibility of the dormitory caregiver.

The learning motivation of students of MA Al-Irsyad Tenggara 7 Batu City is generally very good, this can be seen from the seriousness of students preparing themselves before entering the study room; starting from reading teaching materials, maintaining personal hygiene and the surrounding environment to being present in the study room before class hours begin. At the beginning of class hours, students follow the learning well, students are very enthusiastic about

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<sup>13</sup> Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika* 21, no. 1 (2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>.

<sup>14</sup> Wawancara dengan Waka. Kurikulum Madrasah Aliyah Al-Irsyad 7 Tenggara Kota Batu, Ustadz Ridwan Ardiyansah, S.Si., Lc., 1 April 2022.

following the course of learning. The focus of students' learning is directed towards the material and practice questions given by the teacher, although during class hours towards noon the focus of students' learning begins to decrease. Among the various possibilities that are factors that cause the decline in student learning focus are weather factors and student saturation following class hours at that time and various other factors<sup>15</sup>. The readiness of students to participate in learning must be prepared and considered as well as possible by the teacher, so that students are motivated to follow the learning from beginning to end.

Increasing interest in learning through the cultivation of learning motivation to students is one of the demands of teacher pedagogical competence. Pedagogical competence is one of the important points that must be developed by teachers<sup>16</sup>. Akhmad Munaya Rahman in his research "the pedagogical competence of lecturers can significantly affect student learning motivation"<sup>17</sup>. The teacher is responsible for providing stimulus to trigger and increase students' interest in learning. Whatever techniques are applied based on the abilities possessed by each teacher, it must aim to foster student learning motivation to be more active and focused on participating in teaching and learning activities, because in essence motivation plays an important role in teaching and learning activities, with good motivation students will get good learning outcomes<sup>18</sup>. Student learning motivation will also increase if the teacher uses the learning material well, the ability to manage the class well, the right learning methodology and the use of media that is in accordance with the material being taught.

The learning process of maharah qiraah in class XA is carried out by researchers as teachers, and the story of Al-Hub Al-Maktum as teaching material discussed during two meetings. The Book of Al-Hub Al-Maktum includes several Arabic short stories that contain messages of life that can be learned by its readers. Al-Hub Al-Maktum is one of the short stories published at the beginning of the book, so the author raised Al-Hub Al-Maktum as the main title of his essay. The message of this satra work can be an injection of motivation for its readers, especially students who are studying at islamic boarding schools. Researchers only take the story of Al-Hub Al-Maktum to teach to students. Researchers divided the students into five groups out of the number of students in class XA of 24 students and each group obtained three hard *copies* of the al-Hub Al-Maktum story.

The first meeting of researchers started the learning by saying greetings to the students, then continued with the student attendance one by one. Furthermore, the researcher begins the learning by praying and evaluating the learning that has passed. In the preliminary stage, researchers stimulate students' learning motivation by asking how students are doing and activities inside and outside the study room. From the presentation and explanation of the students on qiraah learning, researchers found data that the learning material (Arabic text) that had been learned was only taken from textbooks and learning methods applied only by reading the text, translating and then explaining the meaning of the text universally. The learning process as intended must be carried out even though the demands of the material (Arabic text) that must

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<sup>15</sup> Wawancara dengan Kepala Madrasah Aliyah Al-Irsyad 7 Tenganan Kota Batu, Ustadz Wahyu Firmansyah, Lc., 1 April 2022

<sup>16</sup> Aiman Faiz and Faridah, "Program Guru Penggerak Sebagai Sumber Belajar," *Jurnal Pendidikan Dan Pembelajaran* 14, no. 1 (2022).

<sup>17</sup> Akhmad Munaya Rahman, Mutiani Mutiani, and M. Adhitya Hidayat Putra, "Pengaruh Kompetensi Pedagogik Dosen Terhadap Motivasi Belajar Mahasiswa Pendidikan IPS," *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* 10, no. 2 (2019), <https://doi.org/10.30739/darussalam.v10i2.380>.

<sup>18</sup> Wahyu Bagja Sulfemi, "MODEL PEMBELAJARAN KOOPERATIF MIND MAPPING BERBANTU AUDIO VISUAL DALAM MENINGKATKAN MINAT, MOTIVASI DAN HASIL BELAJAR IPS," *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)* 4, no. 1 (2019), <https://doi.org/10.26737/jpipsi.v4i1.1204>.

be completed at one meeting are very long, while the duration of learning during the pandemic has been shortened to two-thirds of the number of class hours that should be.

At the same meeting researchers divided the students into five groups, so that each group had five students except for one group of four students. Furthermore, researchers shared the text of the story of Al-Hub Al-Maktum with each group of three throws in hard copy form. At the beginning of the learning process the researcher provides an opportunity for each student to read the text in a low voice for five minutes, then the researcher reads the text thoroughly and the students are asked to listen carefully. After finishing reading the text, the researcher randomly selected students from each group to reread the text properly and correctly.

The next stage is that each group is asked to discuss with each other to study and study the meaning of the al-Hub Al-Maktum text. From the study, researchers asked each group to submit conclusions that had been summarized together. After all the representatives of the group came forward and read out the conclusions the researcher straightened out and explained the meaning of the text universally. Furthermore, the researcher ends the learning by assigning assignments for the upcoming meeting. The task that must be done is that each group writes a minimum of ten messages that can be taken from the story of Al-Hub Al-Maktum. The message will be read in front of the class by each group representative at an upcoming meeting. So the first meeting ended by reciting the *almajlis kafaarah* prayer, then the researcher said the closing greeting.

At the second meeting the researchers began the learning by saying greetings, asking the students to sit in their respective groups and help arrange the benches of the students. Furthermore, the teacher begins to attend each student and continues with reading the *do'a* study together. In the preliminary stage, researchers also stimulate student learning motivation by asking students how they are doing about activities inside and outside the classroom, as well as evaluating learning at past meetings. After the preliminary stage, researchers begin to enter the core of learning.

At this stage the researcher asks the students about the readiness of the tasks that have been given at the past meeting, then asks each group to collect their own assignments. After all the assignments are collected the researcher gives an additional task for each student to record a minimum of four messages out of ten messages that the representatives of each group will read out except messages from their own group. So the researcher invited each group representative to read out the task that had been prepared. In between reading each group's message, researchers asked each student to repeat one of the messages read out with the student's own language skills. After all the representatives of the group came to the front of the class the researcher asked each student to collect their own notes.

The core stage of learning has been completed, then entering the closing stage researchers repeat several messages from each group with some concrete explanations and focus on the core story about learning motivation. Then the researcher invites the students to express some questions related to learning that have been implemented and answered directly by the researcher in front of the students. So this meeting ended with guidance and direction for the upcoming meeting and read the *prayer of the almajlis kafaarah*, then closed with a greeting. The process of learning qiraah in general can be described in the following chart:

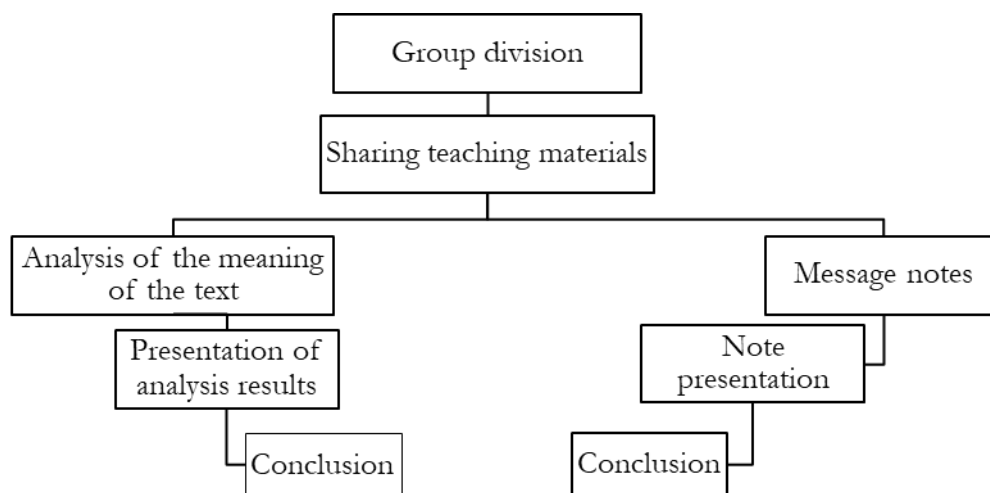


Chart 1.1 The process of qiraah teaching and learning activities

Second, the results and impact of learning the story of Al-Hub Al-Maktum to increase student learning motivation.

The learning of qiraah with teaching materials for the book of Al-Hub Al-Maktum in class XA MA Al-Irsyad Tenggara 7 Batu City in general went smoothly. The researcher's main focus on this learning is to plant and grow student learning motivation through teaching materials. When teaching and learning activities take place, the students focus on the material taught and complete the task well. In addition, the students also respond and do well for each individual task. Here is the interview table<sup>19</sup> and the student's response to the dismantling that has been carried out;

Number	Student Responses	Information
1	Thank God the study is serious, the story of Al-Hub Al-Maktum is good,	Focus on learning, interesting material
2	I enjoy learning about motivational stories like Al-Hub Al-Maktum,	Interesting material
3	Group study is more open, the Arabic text is fun because it contains motivational stories	Focus on learning, interesting material
4	It's more exciting to learn together, to be able to discuss texts together	Focus on learning, interesting material
5	I love reading motivational texts that are in Arabic	Interesting material
6	Thank God I was able to get knowledge from friends because of group study, the text of the story is also good	Focus on learning, interesting material
7	Thank God the group study increased in spirit, and the text also gave a lot of life lessons	Focus on learning, interesting material
8	The story of Al-Hub Al-Maktum is good, a lot of lessons and learning is also fun	Focus on learning, interesting material
9	Group study is fun because of the increase in knowledge from friends when reviewing texts together	Focus on learning, interesting material
10	The story of Al-Hub Al-Maktum is very good	Interesting material
11	There are many mufradat that I just got in the story of Al-Hub Al-Maktum and many benefits for me	Interesting material
12	The story of Al-Hub Al-Maktum is great to read	Interesting material

Tabel 1.1 Data wawancara siswa

<sup>19</sup> Peneliti memilih 50 persen dari sampel penelitian secara random untuk dilakukan wawancara.

The interview data with the students above illustrates that the learning of the teaching material for the story of Al-Hub Al-Maktum was responded well by the students. The learning process with the method of discussing teaching materials attracts the attention of students to learn together and explore learning motivational messages. Students are able to collaborate to study the story of Al-Hub Al-Maktum, so the teaching materials used by researchers in teaching and learning activities are able to attract students' interest and focus on learning, so that learning motivation continues to increase. In addition, researchers also observed an increase in student learning motivation during teaching and learning activities. The following is a table of observation documents for increasing student learning motivation before and after learning is carried out;

No.	Respondents (Students)	Value		Information
		Before	After	
1	Student 1	75	87	Increase
2	Student 2	70	80	Increase
3	Student 3	80	90	Increase
4	Student 4	80	85	Increase
5	Student 5	90	97	Increase
6	Student 6	65	65	Remain
7	Student 7	60	70	Increase
8	Student 8	70	70	Remain
9	Student 9	65	90	Increase
10	Student 10	75	85	Increase
11	Student 11	80	90	Increase
12	Student 12	70	75	Increase
13	Student 13	70	85	Increase
14	Student 14	80	80	Remain
15	Student 15	70	85	Increase
16	Student 16	65	70	Increase
17	Student 17	60	80	Increase
18	Student 18	80	90	Increase
19	Student 19	70	70	Remain
20	Student 20	65	75	Increase
21	Student 21	70	75	Increase
22	Student 22	60	85	Increase
23	Student 23	75	90	Increase
24	Student 24	80	95	Increase
<b>Nilai rata-rata</b>		<b>71,88</b>	<b>81,83</b>	<b>Increase</b>

Table 1. 2 Observation data on learning motivation before and after learning is carried out

From the observation data above, it is explained that 4 students are at the same level between before and after learning is carried out, while the other 20 students have an increase in learning motivation. Then there is a difference in the average value of learning motivation before and after learning is carried out. The average score of student learning motivation before learning was

71.88, while the average score of student learning motivation after learning was 81.83. The difference in the average value between before and after the dissolution of a jaran is 9.96. From this assessment, the average score after learning is higher than the average score before the learning is carried out, so there is an increase in student learning motivation in qiraah learning with the material of the story of Al-Hub Al-Maktum. This is in line with the results of research conducted by Erni Dwi Susanti et al., "the use of physics teaching materials implemented by quranic verses can increase student learning motivation"<sup>20</sup>.

Broadly speaking, researchers assess that the learning process of maharah qiraah based on literary texts to instill student learning motivation can be applied in various educational institutions and in various scopes of learning, both language learning from various aspects of its skills (listening, speaking, reading and writing) as well as learning other disciplines, because the core topic raised in this study is the selection and development of appropriate teaching materials for bring students to life the learning motivation of students. As Eka Feri Kurniawati in her research mentioned that the implementation of *the ethnoconstructivism* e-module can increase the learning motivation of students<sup>21</sup>, likewise, Ika Rifqiwati et al mentioned that the application of *biomagazine* as a teaching material for biology can increase reading literacy and student learning motivation<sup>22</sup>. So the selection and development of the right teaching materials can affect the quality of student learning motivation, the better the material taught to students, the better the quality of student learning

## Conclusion

Maharah qiraah learning went smoothly as planned by the researcher. At the implementation and evaluation stage, researchers found the results of the research that student learning motivation increased when researchers carried out qiraah learning with teaching materials for the story of Al-Hub Al-Maktum, this can be seen from the enthusiasm of the students participating in teaching and learning activities, interview data with students and calculation of average scores before and after learning took place. From this research, it can be concluded that teaching material as one of the components of learning can function as a subject of planting student learning motivation, in addition to various other components such as learning media and others.

Advice for teachers to choose and design teaching materials with clear concepts and goals so that they can function as subjects for planting motivation for learning and learning to be more enjoyable. As for the next researcher, they can develop teaching materials and combine them with the right learning methods to create an interesting learning atmosphere so that students' interest and focus on learning are better.

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<sup>20</sup> Erni Dwi Susanti et al., "Analisis Motivasi Belajar Siswa Terhadap Penggunaan Bahan Ajar Fisika Terkomplementasi Ayat Al-Quran," *Jurnal Pendidikan Fisika* 7, no. 2 (2019).

<sup>21</sup> Eka Feri Kurniawati, "Pengimplementasian E-Modul Etnokonstruktivisme Terhadap Motivasi Belajar Peserta Didik Kelas V Sekolah Dasar," *Jurnal Penelitian Ilmu Pendidikan* 13, no. 1 (2020), <https://doi.org/10.21831/jpipfip.v13i1.26589>.

<sup>22</sup> Ika Rifqiwati et al., "APPLICATION OF BIOMAGAZINE AS A BIOLOGY TEACHING MATERIAL FOR READING LITERACY AND LEARNING MOTIVATION OF CLASS X STUDENTS AT SMA NEGERI 7 PANDEGLANG," *BIODIDACTS: JOURNAL OF BIOLOGY AND LEARNING* 15, no. 1 (2020), <https://doi.org/10.30870/biodidaktika.v15i1.8205>.

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