

The Effect of Teacher Motivation on Student Achievement in Islamic Senior High School

Herdianto Wahyu Pratomo¹, Yeti Kuswati¹

¹ Universitas Majalengka, Indonesia

Article Info

Article history:

Received: Sept 20, 2022

Revised: Oct 23, 2022

Accepted: Oct 30, 2022

DOI: [10.58418/ijeqr.v1i2.17](https://doi.org/10.58418/ijeqr.v1i2.17)

How to cite this article:

Pratomo, H. W., & Kuswati, Y. (Pratomo, H. W., & Kuswati, Y. (2022). The Effect of Teacher Motivation on Student Achievement in Islamic Senior High School. *International Journal of Educational Qualitative Quantitative Research*, 1(2), 16–22.

Read online:



Scan this QR code with your smart phone or mobile device to read online.

ABSTRACT

Improving the quality of education can be seen in the success of formal education in the form of student achievement. A learning process in the activities determines student achievement carried out by teachers and students. The purpose of this study was to determine the significant influence of teacher motivation on learning achievement at Islamic Senior High Schools statistically. This research used the associative quantitative method to determine the effect or relationship between two or more variables. This research place is at the Islamic Senior High School of Nurussyahid, Kertajati, Majalengka, Indonesia. The number of samples is a total sampling of 18 teachers. The result shows that implementing teacher work motivation in Islamic Senior High School Nurussyahid can be categorized as good. The achievement of Islamic Senior High School of Nurussyahid students can be categorized as good. Implementing teacher work motivation has a positive and significant effect on student achievement. The success or failure of a student's achievement in Islamic Senior High School of them is determined by the provision of motivation by teachers.

Keywords: Teacher Motivation, Student Achievement, Education, Quality, Islamic Senior High School



This is an open access article under the [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) license.

Corresponding Author:

Herdianto Wahyu Pratomo
Universitas Majalengka, Indonesia
Email: vjherdi@yahoo.com

1. INTRODUCTION

Education plays an essential role in the intellectual life of the nation (Harfiani & Mavianti, 2022; Kholil et al., 2022). From time to time, efforts are always made to improve the quality of education. Education types are non-formal and informal education (Rizqi et al., 2022). Improving the quality of education can be seen in the success of formal education in the form of student achievement. The success of the learning process determines student achievement (Shidler, 2009).

Education is also essential to create quality human resources (Fatimah et al., 2022), intelligent (Nelsen, 2015), peaceful, democratic, and able to compete and improve the welfare of all peoples (Pratomo et al., 2020). Education in Indonesia at this time is increasingly growing and is an absolute need that must be met in line with the demands of development in stages. Education that is managed in an orderly, effective and efficient manner will be able to accelerate the process of civilizing the nation based on the principle of creating the general welfare and intelligence of our nation's life following country goals. Education, one of the important sectors of country development, is the mainstay to function as fully as possible to improve people's quality of life.

In Indonesia, National Education has been regulated and defined in the National Education System Law Number 20 of 2003 (Afandi et al., 2019). National education functions to develop capabilities and shape the character and civilization of a dignified nation. National education aims to educate the nation's life and develop the potential of students to become human beings who believe and fear God Almighty, healthy, knowledgeable, capable, creative, independent mind, democratic, and responsible citizens.

Education is not just a transfer of knowledge but also the transfer of human character values (Green, 2013; Madakir et al., 2022; Nurlaela et al., 2020). Good knowledge and values enable humans to become intelligent and moral individuals. According to Islam, Allah SWT states that personality alone is not enough; knowledge alone is meaningless. However, if the two, knowledge and faith, are united, then personality and a high degree will be obtained by humans. It is contained in the Qur'an, Al Mujadalah verse 11 (Mundzir, 2022; Salim & Wahidah, 2021).

The Al Mujadalah verse 11 describes that between intellectual intelligence/science and spiritual/faith into a unified whole to achieve the noble goal of achieving a high degree (Nanang, 2016; Salim & Wahidah, 2021). It means that knowledge alone is insufficient to lead humans to become civilized creatures and have the highest degree. The verse explicitly states that to achieve of high degree, at least two variables are needed: knowledge and the depth of one's faith. If these two variables already exist in humans, then according to Islam, the degree will be glorified by Allah SWT.

The education process is inseparable from efforts to develop quality human resources (Ikhwan, 2020). In the education process, the quality and enthusiasm of teachers are essential in producing quality and outstanding students (Fauth et al., 2019). Therefore, high teacher motivation is vital for students to achieve maximum learning outcomes (Rahardjanto & Fauzi, 2019).

Motivation is a set of attitudes and values that encourage and owned by the teacher and can influence students' attitudes toward achieving specific things by the learning objectives (Ferrer et al., 2022; Tokan & Imakulata, 2019). These attitudes and values are an invisible force that provides strength to encourage students to behave in achieving satisfactory learning achievements. Encouragement has two components, namely the direction of student behavior to achieve values that make them satisfied in learning, and the strength of behavior means how strong the teacher's efforts are in working to influence students to be motivated. In addition, motivation is the urge to take action because a person wants to do it. When students are motivated, they will make positive choices to do something because it can satisfy their desires (Syaparuddin et al., 2020).

The teacher's motivation in teaching is closely related (Osman & Warner, 2020), affecting student behavior and circumstances to get exemplary learning achievements in the learning and teaching process. Motivation is used as a driving force in the teaching and learning process, and motivation is an effort to provide conditions so that students want and want to do something. If the student does not like it, he will try to avoid it. In this case, an important role is a teacher. The teacher must try to increase students' motivation to obtain satisfactory results. However, before teachers try to improve student motivation, teachers must first have high motivation in teaching to create an atmosphere in the classroom spirit so that students are motivated to learn and achieve exemplary learning achievements. What if the teacher does not have high work motivation? Of course, the impact on students, namely students who lack enthusiasm for learning, ultimately obtains unsatisfactory learning achievement.

Learning achievement is the result of learning activities that increase or decrease students' knowledge, skills, and attitudes (Huriyah & Hidayat, 2022; Madani, 2019; Tasgin & Coskun, 2018). Learning achievement is the result obtained by students during school lessons and is symbolized by numbers and letters. Learning is a person's effort to turn himself into a knowledgeable person (Huda et al., 2018), while achievement results from his activities.

Internal factor is related to the influence that comes from a person who is learning itself. Learning achievement and the factors that influence it are derived from internal factors: the intelligence that students have, readiness, motivation, interest, and study habits (Koç, 2019; Perdana et al., 2021; Permatasari, 2019). External factors affect learning outcomes that come from outside a learner. External factors that affect learning achievement are diverse. Factors that affect learning achievement that comes from external include: the cost of education, learning facilities, the guidance of parents, teachers, curriculum, Etc (Hidayat et al., 2022; Jamaludin et al., 2022; Pratomo, 2020).

Based on the explanation above, it is clear that teacher factors also affect student achievement. Everything a teacher does in teaching affects student achievement. One of them is the work motivation of the teacher if the teacher's spirit in teaching will raise the spirit of students in learning and produce satisfactory results or achievements. Indonesia is a Muslim-majority country, and there are many Islamic schools.

Based on the preliminary study that the author conducted at Islamic Senior High School, theoretically, there are still gaps: teachers already have good work motivation seen from the responsibilities that have been carried out as educators, disciplined, punctual, and carrying out their duties, good and serious in teaching. Nevertheless, many students still get low average learning outcomes, which can be seen from the results of daily tests of students, the average value under the minimum completeness criteria (KKM). The purpose of this study was to determine the significant influence of teacher motivation on learning achievement at Islamic Senior High Schools statistically.

2. METHOD

This research used the associative quantitative method to determine the effect or relationship between two or more variables (Hidayat & Perdana, 2019). Collecting data through a survey method by going directly to the field to take data that occurred during the research to find out, study, and describe the influence between variables, in this case, the influence of teacher motivation on student achievement.

This research takes place at the Islamic Senior High School of Nurussyahid, Kertajati, Majalengka, Indonesia. The population is a generalization area consisting of objects/subjects with specific qualities and characteristics that the author sets out to study and then draw conclusions. The population in this study includes 1) Islamic Senior High School of Nurussyahid's teachers amounted to 18 people. 2) Islamic Senior High School of Nurussyahid students totaled 107 people. They are calculating the sample using the Slovin formula (R Nur Abdurakhman et al., 2022) with a margin of error of 5% obtained 18 people. Therefore, the number of samples used a total sampling of 18 teachers.

This study consists of two variables, the independent variable (X) is the motivation of teachers with indicators of motivation motives, and the dependent variable (Y) is the achievement of students with indicators of measurement.

Table 1. Operationalization of research variables

Variable	Dimensions	Indicators	Item
Motivation of Teachers	1. Responsible for the work	- Teachers complete assignments on time	1
		- Teachers are more concerned with schoolwork	2
	2. Have an interest in the work	- Teachers feel duty as part of his life	3
		- Teachers perform their duties and work well	4
	3. Satisfaction at work	- Teachers feel happy to work under any circumstances	5
		- Teacher's life needs are met	6
	4. Enthusiasm at work	- Enterprising and full of enthusiasm in carrying out tasks	7
Student Achievement		- Always try to be diligent in working	8
	1. Observation	- Students can show	9
		- Students can compare	10
	2. Memory	- Students can mention	11
		- Students can show back	12
	3. Understanding	- Students can explain	13
		- Students can define with their own verbal	14
	4. Application	- Students can give examples	15
		- Students can use appropriately	16
	5. Analysis	- Students can elaborate	17
		- Students can classify / sort out	18
	6. Synthesis	- Students can connect	19
		- Students can conclude	20

Source: Modification from (Astuti, 2017; Daniels et al., 2018; Dewaele & Li, 2021; Ghosh et al., 2018; Komariyah & Laili, 2018; Lauermaann & Berger, 2021; Reeve & Shin, 2020; Swart, 2009)

Hypothesis testing uses a parametric statistical approach with the Pearson product-moment correlation (Perdana et al., 2021) formula to determine the relationship between teacher motivation (X) and student achievement (Y). Then use simple regression testing to determine the value of student achievement (Y) if the value of teacher motivation (X) increases by one unit.

Analysis of the effect of teachers' work motivation on student achievement, based on path analysis, can be explained in figure 1.

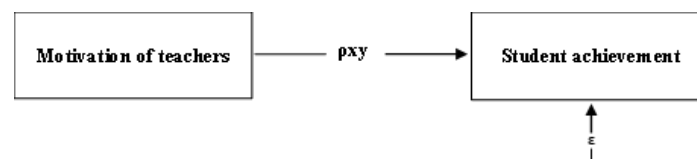


Figure 1. Analysis of the path structure

3. RESULTS AND DISCUSSION

Table 2 below the result of tests on the correlation coefficient of teacher motivation and student achievement variables using the SPSS program.

Table 2. Correlation between variables of teacher motivation and student achievement

		Motivation_of_teachers	Student_achievement
Motivation_of_teachers	Pearson Correlation	1	0.798**
	Sig. (2-tailed)		0.000
	N	18	18
Student_achievement	Pearson Correlation	0.798**	1
	Sig. (2-tailed)	0.000	
	N	18	18

** . Correlation is significant at the 0.01 level (2-tailed).

The regression test results using the SPSS program can be seen in Table 3 – 6.

Table 3. Linear regression variables of teacher motivation and student achievement
Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Motivation_of_teachers ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Student_achievement

Table 4. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.798 ^a	0.637	0.614	4.730

a. Predictors: (Constant), Motivation_of_teachers

b. Dependent Variable: Student_achievement

Table 5. ANOVA^b

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	628.477	1	628.477	28.091	0.000 ^a
	Residual	357.967	16	22.373		
	Total	986.444	17			

a. Predictors: (Constant), Motivation_of_teachers

b. Dependent Variable: Student_achievement

Table 6. Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.162	7.950		-0.020	0.984
	Motivation_of_teachers	1.481	0.279	0.798	5.300	0.000

a. Dependent Variable: Student_achievement

Based on the table above, it is known that the coefficient of motivation of teachers to student achievement is 0.798. This means that teacher work motivation has an influence of 63.7% on student achievement. The amount of the rest of the influence of teacher motivation on student achievement is 36.3%, which is caused by external factors that do not include the object of research. Based on the table above, the magnitude of the coefficient value obtained β for the equation:

$$Z_{\text{Student achievement}} = \beta Z_{\text{Motivation of teachers}} + \varepsilon$$

The equation of the path structure becomes:

$$Z_{\text{Student achievement}} = 0,798 Z_{\text{Motivation of teachers}} + \varepsilon$$

Based on the processing and analysis of the above data, the effect of teacher motivation variable (X) on student achievement (Y) needs to be done statistical testing, then to test it using statistical hypotheses as follows:

Table 7. Testing variable motivation of teachers (X) to student achievement (Y)

Structural	Correlation coefficient	t-calculate	t- table	P-value	Conclusion
ρ_{XY}	0.798	5.300	2.101	0.000	H_0 is rejected, H_1 is accepted there is a significant influence between variable X to variable Y

The correlation coefficient $\rho_{XY} = 0.798$, obtained a value of 5.300 $t_{\text{calculate}}$ by taking significance level α of 5%, then the value of $t_{\text{table}} = 2.101$, because $t_{\text{calculate}} = 5.300$ is greater than $t_{\text{table}} = 2.101$, then H_0 is rejected and H_1 is accepted that there is a significant influence between the motivation of teachers to student achievement.

The research results are divided into two parts, namely descriptive discussion and verification discussion. Descriptive discussion was studied based on the results of the analysis using the calculation of the average value, standard deviation and range of values, while the discussion of verification was studied based on the results of path analysis and hypothesis testing.

Descriptive discussion of research variables described in the table 8.

Table 8. Recapitulation of descriptive analysis of research variables

Variable	Value Average	Standard deviation	Categorization
Variable motivation of teachers	3.52	0.643	Good
Variable student achievement	3.46	0.780	Good

3.1. Motivation of teachers at Islamic Senior High School of Nurussyahid

The analysis proves that the motivation of teachers who have an average value of 3.52; the motivation of teachers can be categorized as good. It implies that teachers' work motivation has a significant role in improving student achievement at the Islamic Senior High School of Nurussyahid to create the best graduates. They can answer the 'Times' challenges based on religious values in their attitudes and behavior, which are based on dimensions: responsibility for work and enthusiasm for work.

However, other dimensions have not been fully applied by the Islamic Senior High School of Nurussyahid teachers to obtain a good enough category, namely having an interest in work and satisfaction with work. So there needs to be an effort from the head of the Madrasah to maximize further the application of teacher motivation in the Islamic Senior High School of Nurussyahid, which can improve student achievement.

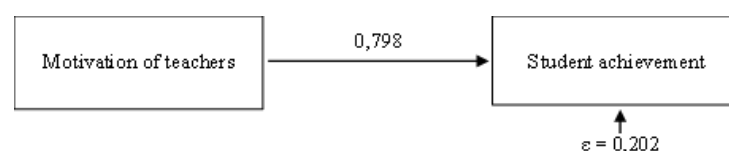
3.2. Student achievement at Islamic Senior High School of Nurussyahid

The analysis results prove that the average value of student achievement is 3.46, so student achievement can be categorized as good. It implies that student achievement in the Islamic Senior High School of Nurussyahid is assessed well based on observation, memory, and understanding.

Although categorized as good, three dimensions get a value with a reasonably good category, namely the dimensions of Application, Analysis, and synthesis. It proves that student achievement in the Islamic Senior High School of Nurussyahid is not optimal, so it is necessary to apply good teacher motivation to improve student achievement.

3.3. Verification Discussion

The discussion of verification aims to explain the relationship of causality between variables so that it can provide a position that the research carried out today supports, answers, or even rejects the theory. Teacher motivation has a positive and significant influence on student achievement. The role of teacher motivation is an essential factor in government and private educational institutions, especially in improving student achievement. Empirical findings show that the direct influence of teacher motivation on learning achievement is significant. This is based on the value of a strong correlation between student achievement and teacher motivation. Based on the results of the verification discussion, the following conclusions show in Figure 2.

**Figure 2.** Conclusion discussion verification results

4. CONCLUSION

Based on the results of the analysis done in this study about the effect of teacher motivation on student achievement Islamic Senior High School of Nurussyahid. Implementing teacher work motivation in Islamic Senior High School of Nurussyahid can be categorized as good. The achievement of Islamic Senior High School of Nurussyahid students can be categorized as good. Implementing teacher work motivation has a positive and significant effect on student achievement. The success or failure of a student's achievement in Islamic Senior High School of Nurussyahid of them is determined by the provision of motivation by teachers.

REFERENCE

- Afandi, A., Sajidan, S., Akhyar, M., & Suryani, N. (2019). Development Frameworks of the Indonesian Partnership 21st-Century Skills Standards for Prospective Science Teachers: A Delphi Study. *Jurnal Pendidikan IPA Indonesia*, 8(1). <https://doi.org/10.15294/jpii.v8i1.11647>
- Astuti, A. D. (2017). Pengaruh motivasi dan disiplin kerja terhadap kinerja guru SD di Kabupaten Cilacap. *Jurnal Akuntabilitas Manajemen Pendidikan*, 5(2), 150–160.
- Daniels, L. M., Poth, C., & Goegan, L. D. (2018). Enhancing Our Understanding of Teachers' Personal Responsibility for Student Motivation: A Mixed Methods Study. *Frontiers in Education*, 3. <https://doi.org/10.3389/educ.2018.00091>
- Dewaele, J.-M., & Li, C. (2021). Teacher enthusiasm and students' social-behavioral learning engagement: The mediating role of student enjoyment and boredom in Chinese EFL classes. *Language Teaching Research*, 25(6), 922–945. <https://doi.org/10.1177/13621688211014538>
- Fatimah, S., Rosidin, D. N., & Hidayat, A. (2022). Student-based Learning in The Perspective of Constructivism Theory and Maieutics Method. *International Journal Of Social Science And Human Research*, 5(5), 1632–1637.
- Fauth, B., Decristan, J., Decker, A.-T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and Teacher Education*, 86, 102882. <https://doi.org/10.1016/j.tate.2019.102882>
- Ferrer, J., Ringer, A., Saville, K., A Parris, M., & Kashi, K. (2022). Students' motivation and engagement in higher education: the importance of attitude to online learning. *Higher Education*, 83(2), 317–338. <https://doi.org/10.1007/s10734-020-00657-5>
- Ghosh, S., Rath, M., & Shah, C. (2018). Searching as learning: Exploring search behavior and learning outcomes in learning-related tasks. *Proceedings of the 2018 Conference on Human Information Interaction & Retrieval*, 22–31.
- Green, J. H. (2013). Transfer of learning and its ascendancy in higher education: a cultural critique. *Teaching in Higher Education*, 18(4), 365–376. <https://doi.org/10.1080/13562517.2012.719155>
- Harfiani, R., & Mavianti, E. F. T. (2022). Cultural Education'aisyiyah In Medan. *PROCEEDING INTERNATIONAL CONFERENCE ON LANGUAGE, LITERATURE AND CULTURE*, 1, 416.
- Hidayat, A., Fatimah, S., & Rosidin, D. N. (2022). Challenges and Prospects of Islamic Education Institutions and Sustainability in The Digital Era. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 351–366.
- Hidayat, A., & Perdana, F. J. (2019). Pengaruh Self-Efficacy dan Self-Esteem Terhadap Prestasi Belajar Mahasiswa Pada Sekolah Tinggi Ilmu Kesehatan Cirebon. *Syntax Literate; Jurnal Ilmiah Indonesia*, 4(12), 1–16.
- Huda, M., Maseleno, A., Teh, K. S. M., Don, A. G., Basiron, B., Jasmi, K. A., Mustari, M. I., Nasir, B. M., & Ahmad, R. (2018). Understanding Modern Learning Environment (MLE) in Big Data Era. *International Journal of Emerging Technologies in Learning*, 13(5).
- Huriyah, H., & Hidayat, A. (2022). SECTIONS Model Analysis for Pre-service English Teachers' Media Selection in Pandemic Covid 19. *International Journal of Instruction*, 15(3), 599–610. <https://doi.org/10.29333/iji.2022.15333a>
- Ikhwan, A. (2020). Development of Educational Resources in Junior High Schools to Obtain Quality. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 18(1), 1–16.
- Jamaludin, G. M., Pratomo, H. W., & Isaeni, H. (2022). PENGARUH TINGKAT PENDIDIKAN ORANG TUA TERHADAP HASIL BELAJAR SISWA KELAS VI SD NEGERI BANJARAN. *PEGAS (Jurnal Pendidikan Guru Sekolah Dasar)*, 1(1), 13–16.
- Kholil, M., Fatimah, S., & Hidayat, A. (2022). Multicultural Education according to Azyumardi Azra's Perspective. *International Journal Of Social Science And Human Research*, 5(4), 1518–1522.
- Koç, S. E. (2019). The relationship between emotional intelligence, self-directed learning readiness and achievement. *International Online Journal of Education and Teaching*, 6(3), 672–688.
- Komariyah, S., & Laili, A. F. N. (2018). Pengaruh kemampuan berpikir kritis terhadap hasil belajar matematika. *JP3M (Jurnal Penelitian Pendidikan Dan Pengajaran Matematika)*, 4(2), 53–58.

- Lauermann, F., & Berger, J.-L. (2021). Linking teacher self-efficacy and responsibility with teachers' self-reported and student-reported motivating styles and student engagement. *Learning and Instruction*, 76, 101441. <https://doi.org/10.1016/j.learninstruc.2020.101441>
- Madakir, M., Firdaus, S., Hajam, H., & Hidayat, A. (2022). Multicultural Islamic Education of Nurcholis Madjid Perspective: A Literature Review. *International Journal of Multicultural and Multireligious Understanding*, 9(5), 191–201.
- Madani, R. A. (2019). Analysis of Educational Quality, a Goal of Education for All Policy. *Higher Education Studies*, 9(1), 100–109.
- Mundzir, I. (2022). Contextual Learning Innovations in Islamic Education Textbooks at Muhammadiyah Elementary School Grade VI. *Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies*, 18(1). <https://doi.org/10.18196/afkaruna.v18i1.10375>
- Nanang, A. (2016). Urgensi Kompetensi Guru Dalam Implementasi Pendidikan Integratif. *At-Ta'dib*, 11(1).
- Nelsen, P. J. (2015). Intelligent Dispositions. *Journal of Teacher Education*, 66(1), 86–97. <https://doi.org/10.1177/0022487114535267>
- Nurlaela, L. S., Pratomo, H. W., & Araniri, N. (2020). Pengaruh Pola Asuh Orang tua terhadap Pembentukan Karakter Anak pada Siswa Kelas III Mandrasah Ibtidaiyah Tahfizhul Qur'an Asasul Huda Ranjikulon. *Eduprof: Islamic Education Journal*, 2(2), 226–241.
- Osman, D. J., & Warner, J. R. (2020). Measuring teacher motivation: The missing link between professional development and practice. *Teaching and Teacher Education*, 92, 103064. <https://doi.org/10.1016/j.tate.2020.103064>
- Perdana, F. J., Hidayat, A., & Fuad, V. (2021). TERAPI AFEKTIF MEDIA DIGITAL TERHADAP PROKRASTINASI AKADEMIK PADA TUGAS AKHIR DAN SKRIPSI MAHASISWA DI ERA PANDEMI COVID-19. *Eduksos: Jurnal Pendidikan Sosial & Ekonomi*, 10(2).
- Permatasari, B. D. (2019). The Influence of Problem Based Learning towards Social Science Learning Outcomes Viewed from Learning Interest. *International Journal of Evaluation and Research in Education*, 8(1), 39–46.
- Pratomo, H. W. (2020). The Effect of Organizational Culture and School Climate on the Quality of Education Services and Their Implications on the Quality of the Graduates [J]. *Budapest International Research and Critics in Linguistics and Education*, 1, 54–60.
- Pratomo, H. W., Kuswati, Y., & Suklani, A. H. (n.d.). *Educational Leadership: Islamic Religious, Philosophy, Psychology, and Sociology Perspectives*.
- R Nur Abdurakhman, Abas Hidayat, Didi Taswidi, & Alifa Romadoni. (2022). Effect of hypertension exercise on blood pressure in the elderly. *World Journal of Advanced Research and Reviews*, 13(3), 491–495. <https://doi.org/10.30574/wjarr.2022.13.3.0269>
- Rahardjanto, A., & Fauzi, A. (2019). Hybrid-PjBL: Learning Outcomes, Creative Thinking Skills, and Learning Motivation of Preservice Teacher. *International Journal of Instruction*, 12(2), 179–192.
- Reeve, J., & Shin, S. H. (2020). How teachers can support students' agentic engagement. *Theory Into Practice*, 59(2), 150–161. <https://doi.org/10.1080/00405841.2019.1702451>
- Rizqi, R. M. F., Herdi, H. W. P., & Udin, N. A. (2022). The Educational Role of Majelis Ta'lim Al-Mubaroq in an Effort to Increase Community Worship in Cijati Village, Majalengka Regency. *International Journal of Educational Qualitative Quantitative Research*, 1(1), 1–7.
- Salim, A., & Wahidah, E. Y. (2021). Integrative Islamic Education: Critical Analysis Study in Islamic Education Institution. *Al-Misbah (Jurnal Islamic Studies)*, 9(2), 152–162.
- Shidler, L. (2009). The Impact of Time Spent Coaching for Teacher Efficacy on Student Achievement. *Early Childhood Education Journal*, 36(5), 453–460. <https://doi.org/10.1007/s10643-008-0298-4>
- Swart, A. J. (2009). Evaluation of final examination papers in engineering: A case study using Bloom's Taxonomy. *IEEE Transactions on Education*, 53(2), 257–264.
- Syaparuddin, S., Meldianus, M., & Elihami, E. (2020). Strategi pembelajaran aktif dalam meningkatkan motivasi belajar pkn peserta didik. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 1(1), 30–41.
- Tasgin, A., & Coskun, G. (2018). The Relationship between Academic Motivations and University Students' Attitudes towards Learning. *International Journal of Instruction*, 11(4), 935–950.
- Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, 39(1).