THE EFFECT OF LEARNING MOTIVATION ON STUDENTS' LEARNING OUTCOMES IN ISLAMIC CULTURAL HISTORY AT MTS NU 1 MARABAHAN

Sheila Rosalia[1]*
Muhammad Fadhilah[2]
Munawarah[3]

[1]Universitas Islam Negeri Antasari Banjarmasin
[2]Universitas Islam Negeri Antasari Banjarmasin
[3]Universitas Islam Negeri Antasari Banjarmasin

*Email: sheilaliaaa0308@gmail.com

Abstract

This research is motivated by variations in learning motivation and student learning outcomes in the Islamic Cultural History (SKI) subject at MTs Nahdlatul Ulama 1 Marabahan, which indicates the need for empirical studies on internal factors that influence learning achievement. This study aims to determine the level of student learning motivation, describe IS learning outcomes, and analyze the influence of IS learning motivation on learning outcomes. Using a quantitative approach with a survey method, data were collected through a SKI learning motivation questionnaire and IS report card documentation, then analyzed using descriptive statistics, prerequisite tests, Pearson correlation, and simple regression. The results showed that student learning motivation was in the medium-high category (73.13%), and IS learning outcomes were in the good category with an average of 79.69. There was a positive and significant influence between learning motivation and learning outcomes with a correlation coefficient of r = 0.55 and a contribution of 30%. This study concluded that learning motivation is an important factor in improving IS achievement and provides scientific contributions related to strengthening students' internal factors in Islamic religious education learning.

Keywords: *Learning outcomes, Learning motivation, Student achievement, History of Islamic culture*

Abstrak

Penelitian ini dilatarbelakangi oleh variasi motivasi belajar dan capaian hasil belajar siswa pada mata pelajaran Sejarah Kebudayaan Islam (SKI) di MTs Nahdlatul Ulama 1 Marabahan, yang menunjukkan perlunya kajian empiris mengenai faktor-faktor internal yang memengaruhi prestasi belajar. Penelitian ini bertujuan untuk mengetahui tingkat motivasi belajar siswa, mendeskripsikan hasil belajar SKI, serta menganalisis pengaruh motivasi belajar terhadap hasil belajar. Menggunakan pendekatan kuantitatif dengan metode survei, data dikumpulkan melalui kuesioner motivasi belajar dan dokumentasi nilai rapor SKI, kemudian dianalisis dengan statistik deskriptif, uji prasyarat, korelasi Pearson, dan regresi sederhana. Hasil penelitian menunjukkan bahwa motivasi belajar siswa berada pada kategori sedang–tinggi (73,13%), dan hasil belajar SKI berada pada kategori baik dengan rata-rata 79,69. Terdapat pengaruh positif dan signifikan antara motivasi belajar dan hasil belajar dengan koefisien korelasi r = 0,55 dan kontribusi sebesar 30%. Penelitian ini menyimpulkan bahwa motivasi belajar merupakan faktor penting dalam meningkatkan prestasi SKI serta memberikan kontribusi ilmiah terkait penguatan faktor internal siswa dalam pembelajaran pendidikan agama Islam.

Kata Kunci: *Hasil belajar, Motivasi belajar, Prestasi siswa, Sejarah Kebudayaan Islam*

INTRODUCTION

The subject of Islamic Cultural History (SKI) holds a strategic position within the madrasa education system, particularly in shaping students' Islamic identity, historical awareness, and moral character. SKI is not merely concerned with the transmission of past events, but also serves as a medium for internalizing exemplary values, understanding the historical development of Islamic civilization, and drawing moral lessons from the lives of prominent figures in Islamic history. Through SKI learning, students are expected to develop a deeper appreciation of Islamic heritage and to apply its ethical and spiritual values in contemporary life.

Learning motivation refers to the internal and external drives that encourage students to actively engage in learning activities and persist in achieving academic goals. Motivation can be classified into intrinsic motivation, which originates from students' internal interest and enjoyment of learning, and extrinsic motivation, which is influenced by external factors such as rewards, grades, and social recognition. In the context of Islamic Cultural History (SKI) learning, learning motivation plays a crucial role in fostering students' interest in historical narratives, strengthening historical awareness, and internalizing moral and religious values. Students with higher levels of learning motivation tend to demonstrate greater engagement and better learning outcomes

Despite its significant educational potential, the implementation of SKI instruction in classrooms continues to face persistent challenges. Many students perceive history as a monotonous subject that is difficult to comprehend and insufficiently relevant to their daily experiences. This perception is often reinforced by instructional practices that emphasize rote memorization of dates, events, and figures, rather than critical reflection and contextual understanding. As a result, students tend to disengage from the learning process, leading to low motivation and limited active participation.

Such conditions ultimately have a negative impact on learning outcomes. This situation is paradoxical, considering that SKI is an integral component of Islamic Religious Education (PAI), which ideally should inspire, motivate, and strengthen students' understanding of the foundations of Islamic civilization. As highlighted. by (Sardiman, 2020), learning motivation plays a crucial role in determining educational success. Therefore, SKI instruction requires innovative, contextual, and student centered approaches that can transform Islamic history into a meaningful and inspiring source of learning, rather than a static collection of past narratives.

The contemporary educational landscape in Indonesia has witnessed increasing attention to the quality of Islamic education, particularly in madrasah institutions that serve as pillars of religious and character formation for Muslim students. Recent studies have documented persistent challenges in Islamic Religious Education subjects, including SKI, where traditional pedagogical approaches often

fail to engage students meaningfully with historical content.(Hidayat & Abdillah, 2023)

Moreover, the role of student motivation in mediating learning outcomes has become increasingly recognized in educational psychology literature, particularly in the context of subjects requiring historical understanding and value internalization. Contemporary motivation theories emphasize the multidimensional nature of academic motivation, distinguishing between intrinsic motivation (driven by inherent interest and personal satisfaction) and extrinsic motivation (driven by external rewards or pressures), as well as recognizing the importance of academic self-efficacy, goal orientation, and engagement.(Ryan & Deci, 2020)

Learning motivation is a psychological factor that plays a crucial role in students' academic success, as it functions both as an internal drive that encourages engagement in learning activities and as a guide that gives direction and purpose to the learning process. Students with high learning motivation tend to demonstrate greater effort, persistence, consistency, and the use of effective learning strategies, which significantly contribute to improved learning outcomes (Uno, 2019), (Nurcahyani dkk., 2025). Moreover, contemporary educational research emphasizes that learning motivation should not be viewed as an isolated variable, but rather as part of an integrated learning system involving instructional strategies, learning environments, and assessment practices (Hendrilia, 2025). This holistic perspective highlights the importance of learning motivation as a key predictor of sustainable academic success, including in SKI learning, which requires deep understanding of historical contexts and underlying values.

In the context of Islamic education, particularly in Islamic Cultural History (SKI) learning, recent empirical studies indicate that students' learning motivation plays a vital role in enhancing learning engagement and academic achievement. Research conducted in Indonesian madrasahs shows that innovative teaching methods and the integration of appropriate learning media can strengthen students' motivation toward SKI, which in turn positively affects their learning outcomes.(Marfu'ah dkk., 2024) and (Muflihah & Puspita, 2025)These findings suggest that learning motivation in SKI learning is closely related not only to students' internal drive but also to the pedagogical approaches employed by teachers and the overall classroom learning conditions.

SKI learning is characterized by a combination of cognitive, affective, and historical aspects. Students are not only required to master historical facts but also to understand the meaning, wisdom, and exemplary values behind each event. Therefore, the success of SKI learning depends heavily on students' readiness and willingness to examine the meaning behind the material being studied. This is where learning motivation plays a central role. Students with high motivation will be more enthusiastic about exploring information, connecting historical events with contemporary life, and internalizing the moral values contained in SKI learning. Conversely, low motivation can lead students to be passive recipients of information rather than active learners.(Syah, 2017)

As an Islamic educational institution under the auspices of Nahdlatul Ulama, MTs Nahdlatul Ulama 1 Marabahan has the responsibility to provide effective learning, including in the SKI subject. The results of initial observations for two weeks in November 2025 indicated an indication of low student learning motivation in participating in SKI learning. Based on the motivation survey and recapitulation of report card scores, it was found that the learning motivation of grade VIII students still varied and was not optimal. Of the ten statements in the motivation questionnaire, the total number of "Yes" answers was 117 and "No" was 43. This indicates that although some students have quite good motivation, there are still inconsistencies, such as only ten students who completed assignments on time and eight students who felt able to answer the exercises well. Meanwhile, report card score data shows an imbalance in learning achievement, where some students obtained scores above 80, but several others were still in the range of 77-78. This condition reflects a gap between the expectations of SKI learning and the reality of student motivation and learning outcomes, so that learning strategies are needed that can increase student interest, discipline, and understanding.

Low motivation to learn Islamic history can be caused by various factors. First, monotonous and lecture-centric learning methods quickly make students bored. Second, the minimal use of engaging learning media makes historical material feel abstract. Third, the characteristics of Islamic history material, which often includes the names of figures, places, and years, are often considered difficult for students to remember. Fourth, students' lack of understanding of the relevance of Islamic history to their lives prevents them from seeing the urgency of studying Islamic history in depth. In this context, teachers are required to implement creative and innovative learning strategies, such as project-based learning, the use of digital media, or the integration of character values, to increase student motivation and make learning more meaningful.

Previous research confirms the importance of learning motivation in determining student learning outcomes.(Gahramanli N., 2024) found that learning motivation, both intrinsic and extrinsic, significantly influences academic achievement.(Wu, Qi, Zhong, 2022) demonstrated that intrinsic motivation, cognitive needs, grit, and growth mindset form a student profile that strongly correlates with academic success.(Cubillos,Troncoso, 2025) also demonstrated a reciprocal relationship between motivation and achievement, where high motivation increases learning achievement, and strong achievement further strengthens student motivation.(Umar, A. F., Yusuf, A., Amini, A. R., Alhadi, A., 2023) emphasized that learning motivation contributes significantly to academic achievement, supported by a conducive learning environment and parental support. However, most of these studies focused on general subjects or literacy, used a quantitative approach, and did not examine learning motivation in the context of SKI subjects.

Based on this study, it appears that research on the influence of learning motivation on Islamic Religious Education (SKI) learning outcomes, particularly in Nahdlatul Ulama-based madrasas, is still very limited. Most previous research has focused on learning methods or Islamic Religious Education (PAI) subjects in general, thus not providing a clear picture of the dynamics of motivation in the context of Islamic Religious Education (SKI) learning. This research gap needs to be addressed through empirical studies that specifically analyze how learning motivation influences Islamic Religious Education (SKI) learning outcomes. This research is particularly urgent, given the crucial role of SKI in strengthening students' historical understanding and Islamic character.

Based on the description, this study aims to: (1) determine the level of student learning motivation in the SKI subject at MTs Nahdlatul Ulama 1 Marabahan; (2) determine student learning outcomes in the SKI subject; and (3) analyze the influence of learning motivation on SKI learning outcomes. Theoretically, this study is expected to enrich the study of Islamic educational psychology, especially regarding learning motivation in the context of SKI. Practically, the results of this study can be a basis for teachers and madrasah administrators in designing SKI learning that is more effective, interesting, and able to increase student motivation and learning outcomes.

Although a number of studies have discussed the relationship between learning motivation and student achievement, research that specifically examines learning motivation in the context of Islamic Cultural History (SKI) at the madrasah level is still limited. Previous studies generally focus on motivation in general subjects without paying sufficient attention to the unique characteristics of SKI, which combines historical understanding with the formation of Islamic values and character. Therefore, this study fills this gap by analyzing the influence of students' learning motivation on SKI learning outcomes at MTs Nahdlatul Ulama 1 Marabahan, providing a more contextual contribution to Islamic education research.

METHOD

This study uses a quantitative approach with a correlational approach, aiming to determine the relationship and influence between the learning motivation variable (X) and the learning outcome variable (Y) (Sugiyono, 2020). This quantitative approach was chosen because this study utilizes numerical data analyzed statistically to test the hypothesis regarding the presence or absence of a significant influence between the two variables.

The population in this study was all students taking the Islamic Cultural History (SKI) course at MTs Nahdlatul Ulama 1 Marabahan. The research sample consisted of 16 students selected using purposive sampling, a sampling technique based on specific considerations. The sample selection criteria included student engagement in SKI learning and the availability of complete and relevant report card data for the study.(Arikunto, 2019) The sample of this study consisted of 16 students selected using purposive sampling techniques. Although the sample size was

limited, it was considered sufficient to represent the research context and to explore the relationship between learning motivation and SKI learning outcomes.

The research instruments consisted of two types: a learning motivation questionnaire and documentation of learning outcomes. The learning motivation questionnaire was structured in the form of 10 statements with Yes/No answer options representing four indicators of learning motivation: learning interest, perseverance, internal drive, and academic achievement. Each "*Yes*" answer was given a score of 1, while a "*No*" answer was given a score of 0, so the maximum score that each student could obtain was 10 points. Learning outcome data was obtained through documentation of SKI report card grades taken from school archives, because report card grades reflect a comprehensive evaluation of student performance throughout the semester.

The data analysis technique was carried out in several stages. First, descriptive analysis was used to describe the level of learning motivation and student learning outcomes, including the calculation of the mean, median, mode, range, and standard deviation, as well as data categorization based on predetermined intervals. Second, prerequisite analysis tests were conducted, including a normality test to determine the distribution of the data, a linearity test to determine the form of the relationship between the independent and dependent variables, and a homogeneity test to ensure equality of variance between the data. Third, Pearson correlation analysis was used to measure the strength and direction of the relationship between learning motivation variables and learning outcomes. Fourth, simple linear regression analysis was used to determine the magnitude of the influence of learning motivation on learning outcomes, which was indicated by the coefficient of determination (R^2). The entire data analysis process was carried out with the help of a statistical data processing application to ensure the accuracy and validity of the calculation results. This detailed research method is intended so that the research can be replicated by other researchers using the same procedures and analysis techniques.(Ghozali, 2021).

FINDINGS AND DISCUSSION
Students' Learning Motivation Profile and Its Interpretation

Table 1. Table Distribution of Learning Motivation Questionnaire Responses

NO.	Question	Yes	No	Percentage Yes
1	I feel enthusiastic when I take the Islamic Cultural History (SKI) lesson.	15	1	93.75%
2	I try to understand the material (SKI) without	10	6	62.50%

NO.	Question	Yes	No	Percentage Yes
	having to be told by the teacher.			
3	I study the subject (SKI) because I want to get good grades.	15	1	93.75%
4	I feel happy if I can answer the teacher's questions (SKI) correctly.	15	1	93.75%
5	I did my assignment (SKI) on time.	10	6	62.50%
6	I prepare myself to study before the test or exam (SKI)	13	3	81.25%
7	I feel that my grades (SKI) are in line with my study efforts.	12	4	75.00%
8	I can remember the material (SKI) that has been taught well.	10	6	62.50%
9	I am able to answer practice questions (SKI) correctly.	8	8	50.00%
10	I experienced an increase in my grades (SKI) from the previous semester.	9	7	56.25%

This subsection integrates the presentation of learning motivation data with its theoretical interpretation. Based on Table 1, the distribution of learning motivation questionnaire responses shows that 117 responses (73.13%) were "Yes," while 43 responses (26.87%) were "No." This indicates that most students demonstrate a positive tendency toward learning motivation in the Islamic Cultural History (SKI) subject. According to (Sardiman, 2020), such dominance of positive responses reflects the presence of internal psychological drives that encourage students to engage actively in learning activities, including paying attention, participating in class, and making efforts to understand the material.

A more detailed analysis of each questionnaire item reveals that indicators related to enthusiasm and academic goal orientation achieved very high percentages (above 90%). This finding suggests that students possess both intrinsic and extrinsic motivation. (Uno, 2019) emphasizes that intrinsic motivation, which arises from internal awareness and personal goals, plays a more enduring role in sustaining learning behavior, while extrinsic motivation functions as a reinforcing factor that strengthens students' efforts.

Table: 2 Table Categories of Student Learning Motivation

Category	Score Range	Number of 8th Grade Students	Percentage
High	8-10	6	37.50%
Moderate	5-7	8	50.00%
Low	0-4	2	12.50%
Total		**16**	**100.00%**

The average learning motivation score was 7.31 out of a maximum of 10, equivalent to 73.13%. As shown in Table 2, 87.50% of students fall into the moderate to high motivation category. From an educational psychology perspective, this level of motivation indicates adequate psychological readiness for learning and serves as an essential foundation for achieving optimal learning outcomes

Analysis of Learning Motivation Indicators

Table: 3 Table Learning Motivation Based on Indicators

Indicator	Question Items	Average Percentage	Category
Interest in Learning	1, 2, 4	83.33%	High
Perseverance	5, 6	71.88%	Medium-High
Internal Drive	3, 7	84.38%	High
Academic Achievements	8, 9, 10	56.25%	Moderate

The integrated analysis of motivation indicators presented in Table 3 shows that learning interest (83.33%) and internal drive (84.38%) are classified in the high category. This confirms that students are genuinely interested in SKI and understand the importance of academic achievement. In contrast, the academic achievement indicator reached only 56.25%, the lowest among all indicators. This gap suggests that although students are motivated, some still face difficulties in retaining material and answering questions correctly.

This finding aligns with (Gagné, 1985) learning theory, which explains that learning success is not determined solely by motivation, but also by cognitive processes, information processing capacity, memory, and the learning strategies applied during instruction. Therefore, strong motivation must be accompanied by effective instructional approaches to translate motivation into concrete academic achievement.

SKI Learning Outcomes and Achievement Distribution

Table: 4 Table Descriptive Statistics of SKI

Statistics	Mark
Average (Mean)	79.69
highest score	83
Lowest Value	77
Range	6
Standard Deviation	1.89

Table: 5 Table Student SKI Report Card Grade Data

NO.	Student Name	SKI Value
1	Norandina	81
2	Saulina	83
3	Siti Nur Masyilah	80
4	Rian	79
5	Muhammad Ikhsan	80
6	Rosda	79
7	Tiara Safitri	80
8	Humairah	80
9	Fachiro Hasanah	78
10	Noor Nazimah	82
11	Fatimah Zahra	77
12	M. Zaki Husein	81
13	Muhammad Yuda Adha	77
14	Muhammad Akmal Ridhoni	78
15	Nor Saidi	77
16	Ardiansyah	81

Table: 6 Table SKI Learning Outcome Categories

Category	Range mark	Amount of students	Percentage
High	81-83	5	31.25%
Moderate	78-80	6	50.00%
Enough	77-77	3	18.75%
Total		16	100%

Table: 7 Table Frequency Distribution of Values

Value interval	Frequency	Percentage
83	1	6.25%
81-82	4	25.00%
79-80	8	50.00%
77-78	3	18.75%
Total	**16**	**100%**

Students' SKI learning outcomes, as presented in Table 4 and Table 5, show an average score of 79.69 with a standard deviation of 1.89. These results fall into the good category and indicate relatively homogeneous academic achievement among students. The distribution of scores in Table 6 and Table 7 shows that 50% of students obtained scores in the range of 78–80, while 31.25% achieved high scores.

This distribution suggests that most students have achieved satisfactory learning outcomes, although there remains room for improvement to elevate more students into the high achievement category. According to (Sudjana, 2020), learning outcomes reflect the interaction between internal factors, such as motivation and ability, and external factors, such as teaching methods and learning environments.

Relationship Between Learning Motivation and SKI Learning Outcomes

Table: 8 Table Correlation Analysis Results

Parameter	Mark	Interpretation
Coefficient Correlation (r)	00.5	Correlation Moderate-Strong Positive
Coefficient Determination (R^2)	0.30	30% variation explained
Significance (p-value)	< 0.05	Significant

The prerequisite tests indicate that the data are normally distributed, show a linear relationship, and meet the assumption of homoscedasticity. With these conditions fulfilled, correlation and regression analyses can be conducted validly. The correlation analysis results shown in Table 8 reveal a correlation coefficient of r = 0.55 with a significance level of $p < 0.05$. This indicates a positive relationship of moderate to strong strength between learning motivation and SKI learning outcomes.

The coefficient of determination (R^2) of 0.30 indicates that learning motivation contributes 30% to the variance in SKI learning outcomes, while the remaining 70% is influenced by other factors, including teaching strategies, teacher competence, learning media, the classroom environment, and students' prior knowledge.

These findings indicate that learning motivation plays a significant role in influencing students' learning outcomes in Islamic Cultural History (SKI). However, the coefficient of determination (R^2) of 0.30 also suggests that students' learning outcomes are not solely determined by motivation. Other factors such as teaching strategies, teacher competence, learning media, classroom environment, and students' prior knowledge may also contribute to learning outcomes. Therefore, efforts to improve SKI learning outcomes should consider strengthening students' learning motivation alongside improving instructional quality and learning environments.

Comparison of Research Findings with Previous Studies

The findings of this study indicate that learning motivation has a positive and significant influence on students' learning outcomes in Islamic Cultural History (SKI), with a correlation coefficient of r = 0.55 and a contribution of 30%. These results are in line with previous studies that emphasize the important role of learning motivation in determining academic achievement. (Gahramanli, 2024) found that students with higher levels of learning motivation tend to achieve better academic performance across various subjects, indicating that motivation functions as a key internal factor that drives learning success.

(Umar, A. F., Yusuf, A., Amini, A. R., Alhadi, A., 2023), reported that learning motivation significantly contributes to students' academic achievement, particularly when supported by a conducive learning environment and effective instructional strategies. This finding supports the results of the present study, which demonstrate that motivation alone is not sufficient to fully explain learning outcomes, but must be integrated with other pedagogical and contextual factors.

This study also reinforces the theoretical perspectives proposed by (Sardiman, 2020) and (Uno, 2019), who argue that motivation plays a central role in initiating, directing, and sustaining students' learning activities. Students with strong learning motivation are more likely to demonstrate persistence, active engagement, and responsibility in completing academic tasks, which ultimately leads to better learning outcomes. In the context of SKI learning, motivation becomes even more crucial because students are required not only to memorize historical facts but also to understand values, meanings, and moral lessons embedded in Islamic history.

However, the contribution of learning motivation in this study (30%) is relatively moderate compared to some previous studies that reported higher contributions. This difference may be explained by contextual factors such as limited instructional time, the teaching strategies employed, and the characteristics of SKI material, which often demands higher-order thinking and reflective understanding. (Wu, Qi, Zhong, 2022) emphasize that academic achievement is influenced by a combination of motivation, cognitive factors, and learning strategies, rather than motivation alone.

Therefore, this study extends previous research by highlighting that while learning motivation is a significant predictor of SKI learning outcomes, it should be viewed as part of a broader instructional system. The findings suggest that improving SKI learning outcomes requires an integrated approach that combines motivational enhancement with effective teaching strategies, appropriate learning media, and supportive learning environments, particularly within the context of Islamic education in madrasahs.

Theoretical Implications and Instructional Relevance

The integrated findings strengthen the theoretical perspectives of (Sardiman, 2020) and (Uno, 2019), who assert that learning motivation is a crucial internal determinant of academic success. Students with higher motivation tend to demonstrate greater persistence, stronger engagement, and higher resilience in facing learning challenges. These results are consistent with previous studies that reported a significant relationship between learning motivation and academic achievement in various educational contexts, including Islamic education.

Nevertheless, the relatively limited contribution of motivation (30%) highlights the importance of addressing other instructional factors. The lower academic achievement indicator within the motivation profile suggests the need for more effective SKI learning strategies. Contextual learning approaches, the use of visual and digital media, and narrative as well as reflective methods are considered effective in enhancing students' historical understanding and supporting the internalization of Islamic values embedded in SKI learning.

Practical Implications for SKI Learning in Madrasah

The findings of this study provide several practical implications for the implementation of Islamic Cultural History (SKI) learning in madrasahs. The positive and significant influence of learning motivation on students' learning outcomes indicates that teachers need to pay serious attention to students' motivational aspects during the learning process. SKI teachers are encouraged to design learning activities that can maintain and strengthen students' intrinsic motivation, such as by presenting historical material through storytelling, contextual discussions, and reflective questions that connect Islamic historical events with students' daily lives.

Furthermore, considering that learning motivation contributes only 30% to the variance in learning outcomes, motivational efforts should be accompanied by effective instructional strategies. Teachers can integrate interactive learning methods, such as group discussions, project-based learning, and the use of visual or digital learning media, to help students better understand historical narratives and internalize Islamic values. These strategies are expected to transform SKI learning from a memorization-oriented activity into a meaningful learning experience that encourages active participation and deeper understanding.

In addition, madrasah administrators play an important role in supporting the improvement of SKI learning quality. Institutional support in the form of providing adequate learning resources, teacher training, and a conducive learning environment is essential to ensure that motivational strategies implemented in the classroom can be sustained. With collaborative efforts between teachers and madrasah management, SKI learning can be more effective in enhancing students' motivation and academic achievement.

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Other Factors Influencing SKI Learning Outcomes Beyond Motivation

Although the findings of this study indicate that learning motivation has a positive and significant influence on students' learning outcomes in Islamic Cultural History (SKI), the coefficient of determination (R^2) of 0.30 suggests that motivation explains only 30% of the variance in learning outcomes. This means that the remaining 70% is influenced by other factors beyond learning motivation. These findings confirm that learning outcomes are the result of a complex interaction between internal and external factors.

One important external factor influencing SKI learning outcomes is the teaching strategy used by the teacher. According to (Sanjaya, 2020), effective learning strategies can facilitate students' understanding by presenting material in a structured, engaging, and meaningful way. In the context of SKI, teaching strategies that rely heavily on lectures and memorization may limit students' deeper understanding of historical narratives. Conversely, interactive strategies such as storytelling, discussion-based learning, project-based learning, and contextual approaches can help students connect historical events with real-life experiences, thereby improving learning outcomes.

Another influential factor is the use of learning media. (Hamalik, 2019), emphasizes that instructional media can enhance students' attention, motivation, and comprehension by making abstract material more concrete. SKI learning often involves historical events, places, and figures that are difficult for students to visualize. The limited use of visual media, such as maps, timelines, videos, or digital storytelling, may reduce students' ability to remember and understand the material. Therefore, integrating multimedia and digital resources into SKI instruction can support better learning outcomes, especially for students who struggle with textual material.

The learning environment also plays a significant role in determining students' academic achievement. (Sudjana, 2020), states that a conducive classroom environment, characterized by positive teacher–student interactions, peer support, and effective classroom management, can foster students' engagement and concentration. In contrast, an unconducive learning atmosphere may hinder students' focus and reduce the effectiveness of learning, even when students possess relatively high motivation.

In addition, students' initial abilities and cognitive readiness contribute to differences in learning outcomes. (Gagné, 1985) explains that prior knowledge and cognitive processing capacity influence how new information is received, stored, and recalled. Students with stronger foundational knowledge and learning skills are more likely to achieve higher learning outcomes, while students with limited prior understanding may require additional guidance and reinforcement.

Finally, time allocation and learning load can also affect SKI learning outcomes. SKI is often taught with limited instructional time, while the material scope is relatively broad. This condition may reduce opportunities for in-depth

discussion and reflection, which are essential for meaningful historical learning. As a result, even motivated students may not achieve optimal outcomes if learning time is insufficient.

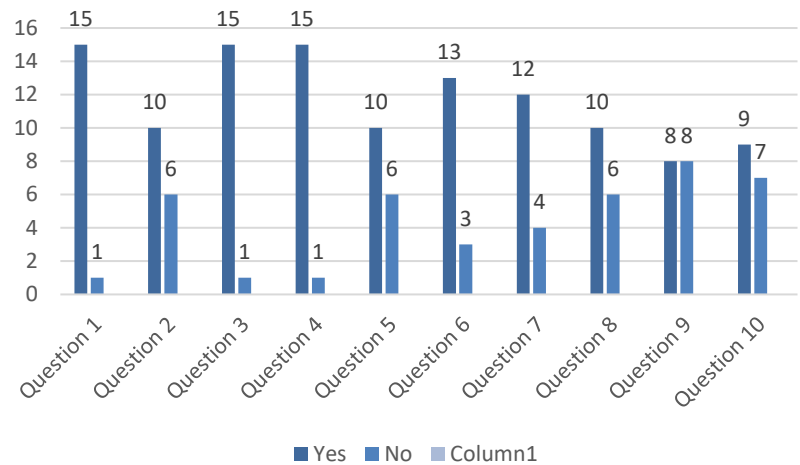## Visualization of Analysis of the Influence of Learning Motivation on SKI Learning Outcomes

Figure 1 : Distribution of Questionnaire Responses

Figure 1 illustrates the distribution of students' learning motivation in SKI learning. The figure shows that the majority of students fall into the high motivation category, indicating that most students demonstrate positive engagThis distribution reflects the role of motivation as an internal driving force that encourages students to participate actively in learning activities. According to motivation theory, students with high learning motivation tend to show greater persistence and interest, which supports effective learning, particularly in subjects such as SKI that emphasize values and historical understanding.ement and enthusiasm during the learning process.
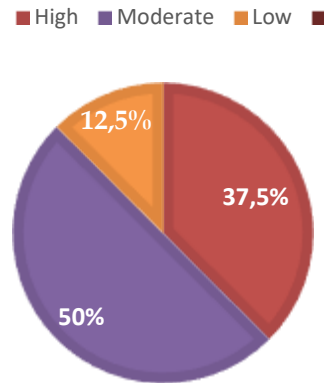

Figure 2 : Learning Motivation Categories

Figure 2 presents the distribution of students' learning outcomes in SKI. As shown in the figure, most students achieved learning outcomes in the high category, indicating a satisfactory level of understanding of the SKI material.

This finding is consistent with learning outcome theory, which states that students' academic achievement is influenced by both cognitive and affective factors. High learning outcomes suggest that students are able to comprehend and internalize SKI content, including historical concepts and Islamic values conveyed during instruction.
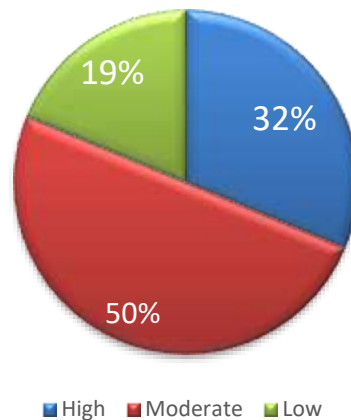

Figure 3 : Learning Outcome Categories

Figure 3 illustrates the relationship between learning motivation and SKI learning outcomes. The figure shows a positive relationship, indicating that students with higher learning motivation tend to achieve better learning outcomes.

This relationship supports educational motivation theory, which emphasizes that motivation enhances students' effort, engagement, and persistence in learning. Motivated students are more likely to invest greater effort in completing learning tasks and overcoming learning challenges. Previous studies have also reported similar findings, confirming that learning motivation is a significant factor influencing students' academic achievement.

Overall, the integration of results and discussion through thematic sub-sections confirms that learning motivation plays a significant role in improving SKI learning outcomes. However, this motivation must be supported by appropriate instructional strategies and a conducive learning environment to achieve optimal and sustainable academic improvement. The detailed analysis reveals that bridging the gap between student motivation and academic achievement requires multifaceted interventions addressing pedagogical practices, assessment approaches, learning resources, and the broader educational ecosystem in which SKI learning occurs.

Research Limitations

This study has several limitations that need to be considered in interpreting the findings. First, the sample size was relatively small, consisting of only 16 students, which may limit the generalizability of the results to broader educational

contexts. Second, the measurement of learning motivation relied on a self-report questionnaire with dichotomous (Yes/No) responses, which may not fully capture the complexity and depth of students' motivational characteristics. Third, this study focused only on learning motivation as an internal factor, while other influential variables such as teaching strategies, learning media, classroom climate, parental support, and students' cognitive abilities were not examined in detail. Despite these limitations, the findings provide valuable insights into the role of learning motivation in SKI learning and can serve as a reference for further research with broader scope and more comprehensive variables.

CONCLUSION

Based on the research results, it can be concluded that students' learning motivation in the subject of Islamic Cultural History (SKI) at MTs Nahdlatul Ulama 1 Marabahan is in the medium to high category, while the achievement of learning outcomes shows good academic performance and is relatively homogeneous. Correlation and regression analysis shows that learning motivation has a positive and significant influence on SKI learning outcomes with a contribution of 30%, so that increasing learning motivation is proven to play an important role in improving student academic achievement. These findings answer all research objectives, while strengthening the theory that internal aspects, especially intrinsic motivation and learning interest, are effective determinants in the success of Islamic Religious Education learning. This research contributes to the development of Islamic education by providing empirical evidence regarding the urgency of strengthening psychological factors of learning in SKI learning and offering a scientific basis for teachers and educational institutions to design more adaptive pedagogical strategies that are centered on student motivation.

In addition, this study suggests that future research should explore other internal and external factors that may influence SKI learning outcomes, such as learning strategies, classroom climate, and the use of digital media. Expanding the research scope and sample size will contribute to a more comprehensive understand

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