



COMPARISON OF MOTIVATION TO LEARN ISLAMIC RELIGIOUS EDUCATION IN BOARDING AND NON-BOARDING STUDENTS IN SCHOOLS

Fitri Balqis Khusnul Khotimah¹(✉), Mukhsin², Ilzam Hubby Dzikrillah Alfani³, Muhammad Azmi Auf⁴, Muhammad Fahmi Shihab⁵

^{1,3,4}Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

²Sekolah Tinggi Agama Islam Al-Falah Cicalengka, Bandung, West Java, Indonesia

⁵Al-Azhar University, Egypt

Article History:

Received: January 2025

Accepted: April 2025

Published: June 2025

Keywords:

Learning Motivation, Islamic Religious Education, Boarding and Non-Boarding

(✉)Correspondence to:

fitribalqis962@gmail.com

Abstract: This study aimed to compare the motivation to learn Islamic Religious Education between boarding and non-boarding students at Darul Hikmah Mataram Junior High School. The main objective was to determine whether students' residential status significantly influences their motivation in learning IRE. Employing a quantitative approach with a comparative method, data were collected from 60 students using a Likert-scale questionnaire. The instrument's validity and reliability were confirmed through Pearson correlation and Cronbach's Alpha tests. Data analysis was conducted using an independent samples t-test via SPSS 27. The results indicated a significant difference in learning motivation between the two groups, with boarding students exhibiting higher motivation (mean score 123) than their non-boarding counterparts (mean score 113.53). The t-test yielded a significance value of 0.004 ($p < 0.05$), supporting the alternative hypothesis. Factors contributing to this difference include structured routines, peer learning environments, and consistent exposure to religious values in boarding settings, which foster both intrinsic and extrinsic motivation. The implications of this study highlight the importance of environmental and institutional support in enhancing student motivation in religious education. Boarding schools provide a holistic and immersive learning environment that promotes stronger academic and spiritual engagement. The findings suggest that non-boarding institutions can adopt certain elements from the boarding model such as structured peer groups or after-school religious programs to help boost student motivation. This research contributes to educational strategies aimed at improving IRE learning outcomes through contextual environmental interventions.

Please cite this article in APA style as:

Khotimah, F. B. K., Mukhsin, M., Alfani, I. H. D., Auf, M. A., & Shihab, M. F. (2025). Comparison of Motivation to Learn Islamic Religious Education in Boarding and non-Boarding Students in Schools. *Edureligia: Jurnal Pendidikan Agama Islam*, 9(1), 1-18.

INTRODUCTION

Early education is essential and must be provided to every citizen. To ensure rapid development, education becomes a vital aspect for a country. Advanced nations typically prioritize education for their citizens, with the expectation that it will guarantee their welfare (Wahid & Muali, 2021; Lutfauziah et al., 2023). Education is a conscious and planned effort to create a learning environment and process in which learners actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, the nation, and the state (Khozaei et al., 2022; Liu, 2021).

According to the 2019 survey by PISA (Programme for International Student Assessment) on the secondary education systems worldwide in 2018, Indonesia ranked 74th out of 79 countries. This places Indonesia as the sixth-lowest in terms of education quality compared to other countries globally (Maulidati & Abbott, 2024; Musthofa et al., 2024). To improve Indonesia's education and advance its achievements, enhancing students' academic performance is crucial. One of the factors contributing to low academic performance is the lack of learning motivation (Heystek & Emekako, 2020). According to Maslow's theory, motivation in an individual arose from their needs, which included physiological needs, safety, love and belonging, esteem, and self-actualization. When lower-level needs were fulfilled, motivation to achieve higher-level needs will emerge. Thus, motivation played a crucial role in fulfilling human needs (Vo et al., 2022).

In Tafsir Al-Misbah, M. Quraish Shihab explained that in Surah Al-Kahf, verses 66 to 70, the word *attabi'uka* (اتَّبِعْكَ), derived from the root word *tabi'a* (تَبِعَ), means "to follow." The addition of the letter ت in اتَّبِعْكَ emphasized earnestness in following (as seen in Prophet Moses' effort to follow Prophet Khidr) (Pambudi, 2022). This implied that a learner must have a strong resolve and seriousness in learning. To achieve optimal learning outcomes, students need strong motivation to study. This reflected how Prophet Moses displayed a high level of enthusiasm and perseverance in seeking knowledge, showcasing his strong learning motivation (Peters, 2022).

The learning motivation of Islamic boarding school students was influenced by their peers. In their daily activities, students often required the guidance of their peers to engage in group activities, such as completing school assignments together, motivating one another, and striving for mutual success. The role of friends significantly impacted students' learning motivation, even when they are far from their families (Vu et al., 2022). In the current era, the family's role in the educational process had diminished. This is attributed to family members living separately, parents working full-time, and children attending full-day schools, leaving little time for interaction. Consequently, parents tend to delegate the responsibility of providing basic education to schools (Rosidah et al., 2021).

Several variables influence learning motivation are the study environment, interest, attention, individual capacity, health, and surroundings.

Dormitories for students serve as one of the factors that can impact learning motivation (Naqiyah, 2022). The various characteristics of boarding schools include religious enthusiasm, economic (funding) aspects, social environment, and management (rules). A boarding school can be considered more effective when these characteristics are well-fulfilled, thereby supporting students' learning activities (Badi' Rohmawati & Izza, 2022; Faidah et al., 2024).

Motivation plays a crucial role in the learning process, functioning both as a driving force that encourages students to learn and as a determinant of learning direction and goals. With adequate motivation, students can stay more focused on achieving optimal learning outcomes, as motivation provides both internal and external drives that help them understand what needs to be done to reach their academic goals (Hastasari et al., 2022).

The boarding school environment significantly affects students' learning motivation through several factors, one of which is effective learning management. A study conducted by Hanafi et al. (2021) at Islamic Senior High Schools across Kuningan Regency revealed that learning management in boarding settings contributes 51.9% to students' learning motivation. This factor encompassed structured planning, implementation, assessment, and follow-up of the learning process, thereby creating a more conducive and goal-oriented learning environment.

Based on field observations Darul Hikmah Mataram Junior High School is a junior high school where some students are boarding students from Darul Hikmah Islamic Boarding School, while others are non-boarding students. The school had a total of 60 students, comprising 30 boarding and 30 non-boarding students. However, during Islamic Religious Education and Character Education classes, only 2-3 students actively participated and responded to oral tests given by teachers. Moreover, many students exhibited poor study discipline, including arriving late to school, entering the classroom late with excuses like eating breakfast at the canteen, failing to bring stationery, and being reluctant to take notes.

Interviews with Islamic Religious Education and Character Education teachers revealed that class tardiness was predominantly observed among boarding students, despite the dormitory being close to the school. The boarding school also enforced a rule that dormitories must be locked before the start of class. During Islamic Religious Education lessons, many students, both boarding and non-boarding, were observed to lack active participation in the classroom.

This study offered a new contribution to the discourse on learning motivation in Islamic Religious Education by incorporating contextual and social perspectives. While most previous research had primarily focused on intrinsic factors such as interest, religious values, and perceptions of the subject, this study compared the learning motivation between boarding and non-boarding students. As a result, it provided deeper insights into how social environments and living arrangements influence students' motivation to learn. The findings revealed that boarding students tend to exhibit higher motivation in learning Islamic Religious Education compared to non-boarding students, who may rely

more on external support. Furthermore, this research emphasized that learning motivation in Islam is not solely derived from cognitive aspects but is also deeply influenced by social and spiritual environments. It highlights relevant Qur'anic verses that encourage enthusiasm for learning and perseverance. Thus, this study enriches the field of learning motivation in Islamic education and can serve as a foundation for Islamic schools and pesantren to design more effective learning systems and create environments that foster and strengthen students' learning motivation.

RESEARCH METHOD

This study employed a quantitative approach using a comparative method to examine differences in learning motivation in Islamic Religious Education between boarding and non-boarding students at Darul Hikmah Mataram Junior High School. The research sample consisted of 60 students—30 boarding students and 30 non-boarding students. The entire population was included as the sample through a total sampling technique, which is considered representative that the minimum sample size for comparative studies should be at least 30 per group. This approach also took into account the homogeneous characteristics of the population within the same school environment, allowing for an accurate depiction of motivational differences between the two groups.

The design of this study was comparative in nature, aiming to identify variations in learning motivation based on students' living arrangements. Although the study did not apply experimental controls directly, efforts were made to minimize external factors by ensuring both groups of students shared the same academic environment, followed an identical curriculum, and were taught by the same teachers. A matching technique was applied by comparing groups with balanced sample sizes and similar demographic variables to reduce potential bias. Data analysis was conducted using an independent samples t-test to determine the significance of differences in learning motivation between boarding and non-boarding students.

This study used a validity test to assess the feasibility of questionnaire items with a significance level of 0.05, using the Pearson Product Moment formula, where items are said to be valid if the r_{count} value $\geq r_{table}$. The reliability test was carried out using the Cronbach's Alpha technique to evaluate the consistency of the measuring instrument, with the criteria that a value ≥ 0.6 was declared reliable. Researchers also conducted a normality test using Kolmogorov-Smirnov with a significance level of 0.05 to determine whether the data was normally distributed, and a homogeneity test using the F Test to identify the similarity of variance between data groups with a significance level of 0.05. Hypothesis testing was conducted using an independent sample t-test to compare the means of two independent population groups, where H_0 is accepted if the sig value (2-tailed) > 0.05 . All these analyses were conducted with the help of SPSS 27 application to obtain valid and accurate results.

Based on the research objective of comparing the learning motivation of boarding and non-boarding students in Islamic Religious Education, the

hypotheses proposed in this study are as follows: Null Hypothesis (Ho): "There is no significant difference in Islamic Religious Education learning motivation between boarding and non-boarding students at Darul Hikmah Mataram Junior High School." Alternative Hypothesis (Ha): "There is a significant difference in Islamic Religious Education learning motivation between boarding and non-boarding students at Darul Hikmah Mataram Junior High School."

These hypotheses were tested using the independent samples t-test method to determine whether a statistically significant difference exists between the two student groups, based on the results of the learning motivation questionnaire. A statistical test result showing a significance value (p-value) less than 0.05 supports the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho).

RESULT AND DISCUSSION

Result

Students' learning motivation is influenced by various interacting internal and external factors. Internally, interest and talent play a crucial role; students who are interested in a subject tend to be more motivated to learn it (Wei, 2023). In addition, self-confidence and self-efficacy in completing academic tasks also contribute significantly to enhancing learning motivation (Ribeiro-Silva et al., 2022). Externally, the family environment plays a significant role, as parental support both material and emotional had a positive impact on students' motivation (Kong, 2021). Other influential factors include the school environment, such as teacher quality, teaching methods, and a conducive learning atmosphere, as well as peer influence, where healthy competition and moral support from classmates can foster motivation. Patterns of learning motivation can be categorized into intrinsic motivation, which arises from within the student and involves a desire to understand the material and achieve academic goals, and extrinsic motivation, which is influenced by external factors such as rewards, punishments, or encouragement from the surrounding environment (Liu, 2021).

The boarding school environment can enhance students' learning motivation through several factors. Research indicates that learning management within the dormitory positively affects both learning motivation and students' cognitive academic outcomes. Moreover, structured boarding programs have been shown to increase students' motivation regardless of their emotional intelligence levels (Badali et al., 2022; Pambudi, 2022). The discipline enforced through dormitory regulations also contributes significantly to improving students' learning motivation. A supportive physical and social environment within the dormitory further stimulates students' enthusiasm for learning. Therefore, a structured, disciplined, and supportive boarding environment can significantly enhance students' learning motivation (Friðriksdóttir, 2021; Rahtikawatie et al., 2021).

Comparison of Learning Motivation

Instrument Test Results

Validity Test

In this study, researchers determined the validity of the item, which is at least 0.254 based on the table of r product moment values at a significance level of 0.05 with the total sample of 60. Items can be declared valid if $r_{count} \geq r_{table}$ and declared invalid if $r_{count} \leq r_{table}$. The following was a presentation of the validity test results:

Table 1. Results of the Questionnaire Instrument Validity Test Using the SPSS 27 Application

Statement Number	Pearson Correlation	Sig. Value (2-tailed)	Conclusion
Statement 1	0,380	0,003	Valid
Statement 2	0,619	<0,001	Valid
Statement 3	0,502	<0,001	Valid
Statement 4	0,452	<0,001	Valid
Statement 5	0,429	<0,001	Valid
Statement 6	0,448	<0,001	Valid
Statement 7	0,548	<0,001	Valid
Statement 8	0,679	<0,001	Valid
Statement 9	0,535	<0,001	Valid
Statement 10	0,331	0,010	Valid
Statement 11	0,358	0,005	Valid
Statement 12	0,586	<0,001	Valid
Statement 13	0,194	0,137	Not Valid
Statement 14	0,449	<0,001	Valid
Statement 15	0,616	<0,001	Valid
Statement 16	0,322	0,012	Valid
Statement 17	0,293	0,023	Valid
Statement 18	0,599	<0,001	Valid
Statement 19	0,653	<0,001	Valid
Statement 20	0,430	<0,001	Valid
Statement 21	0,358	0,005	Valid
Statement 22	0,521	<0,001	Valid
Statement 23	0,481	<0,001	Valid
Statement 24	0,534	<0,001	Valid
Statement 25	0,535	<0,001	Valid
Statement 26	0,462	<0,001	Valid
Statement 27	0,592	<0,001	Valid
Statement 28	0,535	<0,001	Valid
Statement 29	0,177	0,177	Not Valid
Statement 30	0,392	0,002	Valid
Statement 31	0,341	0,008	Valid
Statement 32	0,307	0,017	Valid

Based on table 1 the results of the instrument validity test using the SPSS 27 application, of the 32 items, 30 items were declared valid because $r_{count} \geq 0.254$ and 2 items (statements 13 and 29) were declared invalid because $r_{count} \leq 0.254$. Then the statement that was declared invalid was not included in the instrument test at the next stage.

Reliability Test

In conducting the reliability test, the examiner used the Cronbach's Alpha method on SPSS 27 with a significance level of 0.6. The instrument is said to be reliable if Cronbach's alpha \geq significant level, and it is said to be unreliable if Cronbach's alpha \leq significant level. The following was a presentation of the reliability test results:

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.878	30

Based on table 2 of the reliability test results using the SPSS 27 application, the instrument is declared reliable because Cronbach's alpha \geq 0.6. Thus, the level of reliability of statements on the questionnaire was in the very high category.

Frequency Distribution of Instrument Test Results:

Table 3. Frequency Distribution of Boarding Student Learning Motivation

No	Interval	Frequency	
		Boarding	Non Boarding
1	88 - 96	0	5
2	97 - 105	2	6
3	106 - 114	6	4
4	115 - 123	9	4
5	124 - 132	5	9
6	133 - 141	6	2
7	142 - 151	2	0
Total		30	30

Based on table 3 frequency distribution of students' learning motivation, it can be concluded that of the 30 boarding students, the Islamic Religious Education learning motivation of boarding students with scores between 88-96 is 0 students, with scores between 97-105 is 2 students, with scores between 106-114 is 6 students, with scores between 115-123 is 9 students, with scores between 124-132 is 5 students, with scores between 133-141 is 6 students, and with scores between 142-151 is 2 students. Then of the 30 outgoing students (non-boarding student), the Islamic Religious Education learning motivation of outgoing students with scores between 88-96 is 5 students, with scores between 97-105 is 6 students, with scores between 106-114 is 4 students, with scores between 115-123 is 4 students,

with scores between 124-132 is 9 students, with scores between 133-141 is 2 students, and with scores between 142-151 is 0 students.

The higher motivation among boarding students can be attributed to the structured and immersive nature of the boarding environment. Boarding schools typically foster routine discipline, a culture of shared responsibility, and frequent exposure to religious values through daily rituals like congregational prayers, Quran recitation, and religious discussions. These routines not only reinforce learning objectives but also internalize spiritual values, thereby increasing students' intrinsic motivation to study Islamic Religious Education. The environment acted as both a formal and informal learning setting, which continuously encourages spiritual and moral development aligned with Islamic Religious Education content.

Furthermore, boarding students are usually more engaged in peer learning and mentoring, which positively influences motivation. In close-knit residential environments, students often participate in collaborative study groups, spiritual circles (*halaqah*), and receive encouragement from peers and senior students. According to social learning theory, such environments promote vicarious reinforcement, where observing motivated peers fosters similar attitudes in others. This form of social modeling and support is typically less intense or structured in non-boarding environments, where students are more isolated in their learning journey after school hours.

Psychologically, boarding schools provided a sense of belonging and identity tied to the school's values and mission. The continuous interaction with religious educators and supervisors, who often act as mentors, gives students a stronger emotional and moral anchor, which is critical in shaping sustained motivation. The presence of role models and the communal spirit foster a deeper personal commitment to religious education. In contrast, outgoing students often experience a fragmented environment, with learning restricted to classroom hours and little reinforcement at home, especially if the family environment is not strongly aligned with religious educational goals.

Additionally, boarding schools often maintain high academic and behavioral expectations, backed by consistent monitoring and reward systems that reinforce student motivation. Structured schedules that balance academic, spiritual, and recreational activities help students develop self-regulation skills—a critical factor in maintaining motivation. On the other hand, non-boarding students may struggle with time management and balancing academic responsibilities with home distractions, leading to lower engagement with religious subjects like Islamic Religious Education.

The difference in motivation levels is not merely a matter of student ability but is deeply rooted in contextual and environmental design. Boarding schools serve as intentional learning communities where every element—from the morning wake-up call to evening reflections—is geared toward reinforcing values that align with the goals of Islamic Religious Education. This holistic learning experience is absent in the day-school

setting, where religious education may be perceived as just another academic subject, not a way of life.

In conclusion, the results strongly support the hypothesis that boarding environments significantly enhance learning motivation in Islamic Religious Education. This finding aligned with broader educational research suggesting that contextual and environmental factors - such as discipline, peer influence, role modeling, and structured routines - play a decisive role in shaping students' motivation. Future educational strategies for non-boarding schools might consider adopting elements of the boarding model to bridge this motivational gap.

Prerequisite Test Results

Normality Test

In this study, the normality test used the Kolmogorov-Smirnov Z method on SPSS 27 with a significance level of 0.05. Data is declared normally distributed if the sig value > 0.05 and the data is declared abnormally distributed if the sig value < 0.05 . The following was a presentation of the normality test results:

Table 4. Normality Test Results Using SPSS 27 Application

	Variabel	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Islamic Religious Education	Boarding	.115	30	.200*	.946	30	.132
Learning Motivation	Non-Boarding	.149	30	.089	.938	30	.079

Based on table 4 of the normality test results using the SPSS 27 application, the data was declared normally distributed because the sig value > 0.05 .

The basis for decision making on the histogram graph of the research data is that the more the data is centred in the middle (evenly distributed), it can be said that the data distribution is normal. Meanwhile, if the left data distribution was higher than the right data or vice versa, the data is abnormal.

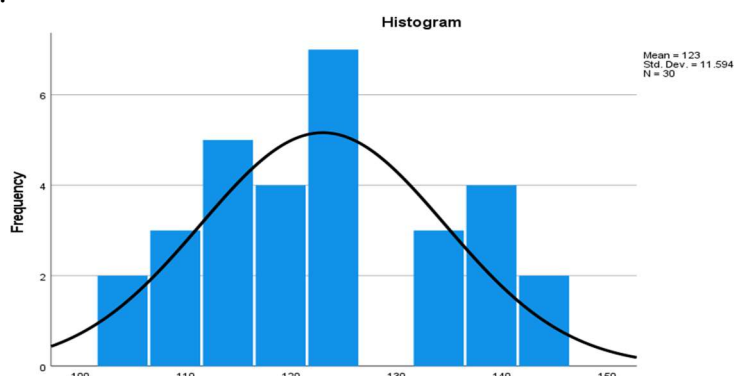


Figure 1. Histogram Graph of Normality of Learning Motivation of Boarding Student

Based on Figure 1 histogram graph of the learning motivation of boarding students, it can be concluded that the data is normal with a mean value of 123 and a standard deviation value of 11.594.

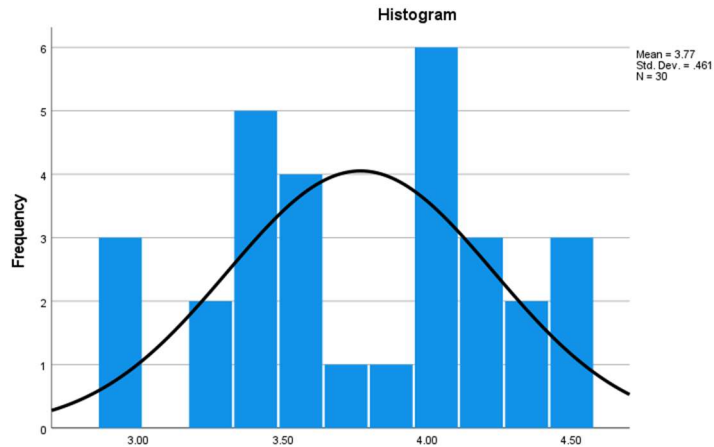


Figure 2. Histogram Graph of Normality of Non-Boarding Students' Motivation to Learn

Based on Figure 2 histogram graph of learning motivation of non-boarding student, it can be concluded that the data was normal with a mean value of 113.53 and a standard deviation value of 14.519.

Table 5. Descriptive Statistics of Motivation to Learn Islamic Religious Education

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
					Statistic	Std. Error		
Boarding Student	30	42	104	146	123.00	2.117	11.594	134.414
Non-Boarding Student	30	46	88	134	113.53	2.651	14.519	210.809
Valid N (listwise)	30							

Based on table 5 descriptive statistics of Islamic Religious Education learning motivation, the minimum value of learning motivation of the boarding students is 104 and the outgoing students is 88. While the maximum value of the learning motivation of the boarding students was 146 and the casual students is 134. Then the mean value of the boarding students was 123 and the outgoing students were 113.53.

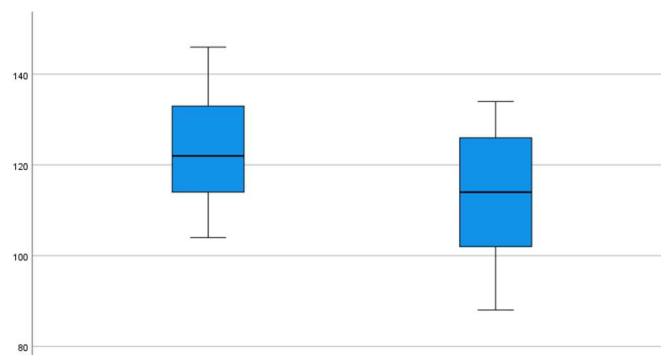


Figure 3. Boxplot Graph of Islamic Religious Education Learning Motivation

Based on Figure 3 boxplot graph of Islamic Religious Education learning motivation, it can be seen that the difference in Islamic Religious Education learning motivation between boarding students and day students, where boarding students have a higher Islamic Religious Education learning motivation compared to the Islamic Religious Education learning motivation of day students.

Homogeneity Test

In conducting the homogeneity test, the significance level used was 0.05. The data was declared homogeneous if the sig value > 0.05 and the data is declared abnormal if the sig value < 0.05 . The following was a presentation of the homogeneity test results:

Table 6. Homogeneity Test Results Using SPSS 27 Application
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Islamic Religious Education Learning Motivation of Boarding studens	Based on Mean	3.302	1	58	.074
	Based on Median	3.121	1	58	.083
	Based on Median and with adjusted df	3.121	1	57.723	.083
	Based on trimmed mean	3.239	1	58	.077

Based on table 6 the results of the homogeneity test using the SPSS 27 application, the data is stated to be homogeneous because the sig value > 0.05 .

Independent Sample t-test

In conducting the Independent Sample t-test, the significance level used is 0.05. If the sig value (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted, and if the sig value (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected.

Table. 7 Independent Sample t-test Results Using SPSS 27 Application
Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means
-----------------------------------------	------------------------------

		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Motivation Islamic Religious Education	Equal variances assumed	3.302	.074	2.989	58	.004	.32188	.10770	.10629	.53746
	Equal variances not assumed			2.989	55.234	.004	.32188	.10770	.10606	.53769

Based on table 7 of the Independent Sample t-test results using the SPSS 27 application, it was stated that H_0 is rejected and H_a is accepted because the sig value (2-tailed) < 0.05 , which means that there is a difference in Islamic Religious Education learning motivation between boarding students and santri kalong.

Discussion

Based on the results of the analysis, it can be seen that the mean on the Islamic Religious Education learning motivation score of the boarding school students is 123 and the mean on the Islamic Religious Education learning motivation score of the outgoing students is 113.53. Thus, it can be concluded that there is a difference in Islamic Religious Education learning motivation between the boarding students and the outgoing students with the average score of the boarding students being superior to the outgoing students. The difference in Islamic Religious Education learning motivation was caused by differences in the place of residence of students, which is divided into 2, namely students who live in boarding schools and students who do not live in boarding schools. The learning environment at the boarding school can support in increasing students' learning motivation because students live with peers in the dormitory so that it can make it easier to learn together and discuss Islamic Religious Education learning materials.

The environment was a source of learning that is influential in the learning process and child development. The learning environment should receive priority in learning activities because it has a major impact on student behaviour both directly and indirectly (Alfani et al., 2025). A learning environment that encourages students to be physically, emotionally, and mentally involved in the learning process can lead to creative activities (Darvin & Norton, 2023).

Factors that influence student learning motivation are interest in learning, future goals, abilities possessed by students and a conducive learning environment (Bureau et al., 2022). A comfortable learning environment will help motivate student learning in raising curiosity, interacting according to the teacher's explanation, also helping to concretise something abstract. A conducive

learning environment will help students absorb learning material and provide motivation to concentrate (Erbas & Demirer, 2019). In addition, students' physical and mental health conditions can also affect their learning motivation. Students who are sad, tired, sick, thirsty, hungry, or angry will interfere with attention in learning. Meanwhile, students who are happy, happy, full, healthy and enthusiastic will focus on learning (Zee et al., 2021).

The findings of this study revealed a statistically significant difference in students' learning motivation in Islamic Religious Education between those living in boarding facilities (pesantren) and those who live outside (non-pesantren) at Darul Hikmah Mataram Junior High School Using the Independent Sample t-Test. It was found that students residing in the boarding demonstrated higher motivation levels compared to their non-boarding counterparts. This outcome supported the alternative hypothesis (H_a), which posited that students' place of residence influences their learning motivation in Islamic Religious Education. The result is significant at $p < 0.05$, indicating that the difference in motivation levels is unlikely to have occurred by chance and is attributed to the boarding school environment.

The observed higher motivation among boarding students can be attributed to several interconnected factors inherent in the structured and supportive nature of the boarding school setting. The regulated daily schedule, academic supervision, peer collaboration, and spiritual routines foster an environment conducive to learning. Furthermore, the presence of rules and routines instills discipline, time management, and a sense of academic responsibility. These internalized behaviors likely enhance intrinsic motivation, while external reinforcement from peers and caregivers in the dormitory contributes to extrinsic motivation. The effect is both psychological and behavioral, supporting the assertion that a well-structured environment has a tangible impact on student engagement and learning motivation.

When compared to previous research, the findings align well with studies such as Wang et al. (2022) who concluded that structured dormitory programs significantly enhance students' academic motivation, regardless of their emotional intelligence levels. Similarly, the study by Musthofa et al. (2024) emphasized that the physical and social environment within dormitories plays a crucial role in encouraging learning enthusiasm. This research also resonates with the work of Maulidati & Abbott (2024), who emphasized the role of external environments, including family and institutional structures, in shaping students' motivation. What differentiates this study, however, is its focus on Islamic Religious Education, a subject that also involves moral and spiritual development. The boarding school, with its religious emphasis, potentially reinforces students' commitment to religious learning, thus strengthening both intrinsic and extrinsic motivational pathways (Aseery, 2024).

From a theoretical standpoint, these findings support the Self-Determination Theory (SDT), which posits that motivation is affected by the degree to which an environment satisfies the basic psychological needs for autonomy, competence, and relatedness (Guay, 2022). The boarding environment

at Darul Hikmah Mataram Junior High School provided a structured framework where students are guided (support for competence), lived in a close-knit peer community (relatedness), and gradually internalized their academic responsibilities (autonomy). Therefore, the higher motivation found among boarding students can be explained through SDT and confirms that educational settings that fulfill these psychological needs enhance student motivation.

The contribution of this research lay in its specific exploration of motivation in the context of religious education within a boarding school system. While much research has focused on general academic motivation, fewer studies have examined subject-specific motivational differences in Islamic schools. This research provided empirical support for the development and expansion of boarding-based programs, particularly for moral and religious education. Additionally, it provided actionable insights for educators and administrators in Islamic schools regarding the potential of dormitory-based learning environments to improve motivation and, by extension, academic achievement in Islamic Religious Education.

As a follow-up to these findings, educational stakeholders may consider implementing structured programs for non-boarding students that mirror the beneficial elements of the boarding experience. For example, after-school mentoring, religious study groups, and structured evening study sessions could help simulate the boarding environment for non-boarders. This is also a limitation of this research. Furthermore, future research may expand this study by including other variables such as gender, socio-economic background, or emotional intelligence, which may mediate or moderate the impact of residency on motivation. Longitudinal studies could also be conducted to explore the sustained impact of boarding residency on student achievement and religious attitudes over time.

The primary contribution of this study lies in revealing the significant difference in learning motivation for Islamic Religious Education (IRE) between boarding and non-boarding students. It offers new insights into how structured, spiritual, and socially supportive boarding environments significantly enhance both intrinsic and extrinsic motivation. This research enriches the literature on Islamic education by incorporating contextual and environmental perspectives. Moreover, it serves as a valuable reference for non-boarding schools to adopt key elements of the boarding model—such as routine supervision, collaborative learning, and spiritual mentoring—to improve student motivation and overall learning outcomes in IRE.

CONCLUSION

This study revealed a key finding that boarding students exhibit significantly higher motivation to learn Islamic Religious Education (IRE) compared to non-boarding students, highlighting the positive impact of structured, disciplined, and spiritually enriching environments on student motivation. The wisdom drawn from this study emphasizes that educational success is not solely dependent on content delivery, but also on the quality of the

learning environment. The implications suggest that non-boarding schools could adopt elements from the boarding model such as spiritual routines, peer collaboration, and mentorship to enhance student motivation and engagement. Scientifically, this research contributes to the literature by offering a contextual and comparative perspective on learning motivation within Islamic education. Practically, it provides valuable insights for educators and policymakers in designing more effective and supportive learning ecosystems. While the study's strength lies in its use of valid instruments and rigorous statistical analysis, its limitation is the narrow scope of the sample confined to one school. Therefore, future research should explore more diverse educational settings and consider additional variables such as gender, socio-economic background, and students' religious commitment to deepen and broaden the understanding of factors influencing learning motivation.

ACKNOWLEDGMENT

We would like to thank Edureligia: Journal of Islamic Religious Education, for giving us the opportunity to contribute through this article. Moreover, we really appreciate the efforts made by Edureligia: Journal of Islamic Religious Education in accommodating writers, including us, to be able to share the results of thoughts and research in the field of Islamic religious education. The support and attention given by the journal management team is very meaningful for the development of science, especially in the realm of religious education. Hopefully this collaboration can continue and provide benefits for the advancement of the world of Islamic religious education in the future.

REFERENCES

- Alfani, I. H. D., Mukhsin, M., Khusnadin, M. H., Addzaky, K. U., & Mawaddah, P. W. (2025). Child Education in the Qur'anic Perspective: Tafsir Tarbawi Analysis and Its Implications for Modern Education. *Jurnal Penelitian Ilmu-Ilmu Sosial*, 6(1), 12-34. <https://doi.org/10.23917/sosial.v6i1.7790>
- Aseery, A. (2024). Enhancing Learners' Motivation and Engagement in Religious Education Classes at Elementary Levels. *British Journal of Religious Education*, 46(1), 43-58. <https://doi.org/10.1080/01416200.2023.2256487>
- Badali, M., Hatami, J., Banihashem, S. K., Rahimi, E., Noroozi, O., & Eslami, Z. (2022). The Role of Motivation in MOOCs' Retention Rates: A Systematic Literature Review. *Research and Practice in Technology Enhanced Learning*, 17(1), 1-20. <https://doi.org/10.1186/s41039-022-00181-3>
- Badi' Rohmawati, U., & Izza, Y. P. (2022). Internalization of Religious Moderation Values in High School Based on Islamic Boarding Schools. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 6(1), 66-75. <https://doi.org/10.33650/edureligia.v6i1.3655>
- Bureau, J. S., Howard, J. L., Chong, J. X. Y., & Guay, F. (2022). Pathways to Student Motivation: A Meta-Analysis of Antecedents of Autonomous and Controlled Motivations. *Review of Educational Research*, 92(1), 46-72.

- <https://doi.org/10.3102/00346543211042426>
- Darvin, R., & Norton, B. (2023). Investment and Motivation in Language Learning: What's the Difference? *Language Teaching*, 56(1), 29–40. <https://doi.org/10.1017/S0261444821000057>
- Erbas, C., & Demirer, V. (2019). The Effects of Augmented Reality on Students' Academic Achievement and Motivation in a Biology Course. *Journal of Computer Assisted Learning*, 35(3), 450–458. <https://doi.org/10.1111/jcal.12350>
- Faidah, N., Ratnawati, S. R., & Daryono, R. W. (2024). Self-Control Mediation: The Influence of Islamic Learning and Parents' Support on Students' Religious Character. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 08(01), 42–58. <https://doi.org/http://doi.org/10.33650/edureligia.v8i1.8472>
- Friðriksdóttir, K. (2021). The Effect of Content-Related and External Factors on Student Retention in LMOOCs. *ReCALL*, 33(2), 128–142. <https://doi.org/10.1017/S0958344021000069>
- Guay, F. (2022). Applying Self-Determination Theory to Education: Regulations Types, Psychological Needs, and Autonomy Supporting Behaviors. *Canadian Journal of School Psychology*, 37(1), 75–92. <https://journals.sagepub.com/doi/full/10.1177/08295735211055355#tab-contributors>
- Hanafy, Y., Taufiq, A., Saefi, M., Ikhsan, M. A., Diyana, T. N., Thoriquttyas, T., & Anam, F. K. (2021). The New Identity of Indonesian Islamic Boarding Schools in the “New Normal”: the Education Leadership Response to COVID-19. *Heliyon*, 7(3), 1–10. <https://doi.org/10.1016/j.heliyon.2021.e06549>
- Hastasari, C., Setiawan, B., & Aw, S. (2022). Students' Communication Patterns of Islamic Boarding Schools: the Case of Students in Muallimin Muhammadiyah Yogyakarta. *Heliyon*, 8(1), 1–7. <https://doi.org/10.1016/j.heliyon.2022.e08824>
- Heystek, J., & Emekako, R. (2020). Leadership and Motivation for Improved Academic Performance in Schools in Low Socio-Economic Contexts. *International Journal of Educational Management*, 34(9), 1403–1415. <https://www.emerald.com/insight/content/doi/10.1108/ijem-10-2019-0378/full/html>
- Khozaei, S. A., Zare, N. V., Moneghi, H. K., Sadeghi, T., & Taraghdar, M. M. (2022). Effects of Quantum-Learning and Conventional Teaching Methods on Learning Achievement, Motivation to Learn, and Retention Among Nursing Students During Critical Care Nursing Education. *Smart Learning Environments*, 9(1), 1–11. <https://doi.org/10.1186/s40561-022-00198-7>
- Kong, Y. (2021). The Role of Experiential Learning on Students' Motivation and Classroom Engagement. *Frontiers in Psychology*, 12(October), 10–13. <https://doi.org/10.3389/fpsyg.2021.771272>
- Liu, W. (2021). Does Teacher Immediacy Affect Students? A Systematic Review of the Association Between Teacher Verbal and Non-verbal Immediacy and Student Motivation. *Frontiers in Psychology*, 12(June), 1–13.

- <https://doi.org/10.3389/fpsyg.2021.713978>
- Lutfauziah, A., Henie, M., Al, I., & Rohman, F. (2023). Curriculum Development for Environmental Education at an Islamic Boarding School. *Journal of Turkish Science Education*, 20(3), 490–503. <https://doi.org/10.36681/tused.2023.028>
- Maulidati, Z., & Abbott, P. (2024). A Postphenomenological Study of the Digital Experience of Islamic Boarding School Graduates Transitioning to University Education. *Communications of the Association for Information Systems*, 55(1), 1004–1029. <https://doi.org/10.17705/1cais.05538>
- Musthofa, M. A., Yamin, M., & Badarussyamsi, B. (2024). Implementation of the Kulliyat al-Mu'allimīn Al-Islāmīyah Curriculum in Improving the Quality of Graduates in Islamic Boarding School. *Journal of Educational Research*, 2(2), 365–376. <https://doi.org/10.56436/jer.v2i2.280>
- Mukhsin, M., Muslihudin, M., Mutaqin, A. Z., & Nasir, M. (2024). The Implementation of Multicultural Islamic Religious Education in the Families of Primary School-age Children in Putrajawa, Selaawi Garut. *Dinamika Ilmu*, 24(2), 197–219. <https://doi.org/10.21093/di.v24i2.9008>
- Naqiyah, N. (2022). Positive Behavior Values to Improve Student Self-Efficacy: A Case Study in Islamic Boarding Schools. *Open Access Macedonian Journal of Medical Sciences*, 10(A), 1577–1584. <https://doi.org/10.3889/oamjms.2022.10508>
- Pambudi, D. S. (2022). The Effect of Outdoor Learning Method on Elementary Students Motivation and Achievement in Geometry. *International Journal of Instruction*, 15(1), 747–764. <https://doi.org/10.29333/iji.2022.15143a>
- Peters, S. J. (2022). The Challenges of Achieving Equity Within Public School Gifted and Talented Programs [University of Wisconsin - Whitewater]. In *Gifted Child Quarterly* (Vol. 66, Issue 2). <https://doi.org/10.1177/00169862211002535>
- Rahtikawatie, Y., Chalim, S., & Ratnasih, T. (2021). Investigating The Role of Religious Leadership at Indonesia's Islamic Boarding Schools in The Sustainability of School Management. *Eurasian Journal of Educational Research*, 2021(96), 51–65. <https://doi.org/10.14689/ejer.2021.96.4>
- Ribeiro-Silva, E., Amorim, C., Aparicio-Herguedas, J. L., & Batista, P. (2022). Trends of Active Learning in Higher Education and Students' Well-Being: A Literature Review. *Frontiers in Psychology*, 13(April), 1–10. <https://doi.org/10.3389/fpsyg.2022.844236>
- Rosidah, R., Ni'mah, M., Masun, H., Juaeriyah, K., & Maimuna. (2021). Blended Learning Approach in Arabic Learning. *Journal of Physics: Conference Series*, 1779(1), 1–6. <https://doi.org/10.1088/1742-6596/1779/1/012065>
- Vo, T. T. D., Tulliao, K. V., & Chen, C.-W. (2022). Work motivation: The roles of individual needs and social conditions. *Behavioral Sciences*, 12(2), 49. <https://www.mdpi.com/2076-328X/12/2/49>
- Vu, T., Magis-weinberg, L., & Jansen, B. R. J. (2022). Motivation-Achievement Cycles in Learning: a Literature Review and Research Agenda. *Educational Psychology Review*, 34(1), 39–71.

- <https://doi.org/https://doi.org/10.1007/s10648-021-09616-7>
- Wahid, A. H., & Muali, C. (2021). Building Public Trust in Islamic School Through Adaptive. *Jurnal Pendidikan Islam*, 7(1), 1-14. <https://doi.org/10.15575/jpi.v8i1.17163>
- Wang, X., Chen, Y., & Zhu, W. (2022). A Survey on Curriculum Learning. *IEEE Transactions on Pattern Analysis and Machine Intelligence*, 44(9), 4555-4576. <https://doi.org/10.1109/TPAMI.2021.3069908>
- Wei, L. (2023). Artificial intelligence in language instruction: impact on English learning achievement, L2 motivation, and self-regulated learning. *Frontiers in Psychology*, 14(November), 1-14. <https://doi.org/10.3389/fpsyg.2023.1261955>
- Zee, M., Rudasill, K. M., & Bosman, R. J. (2021). A Cross-Lagged Study of Students' Motivation, Academic Achievement, and Relationships With Teachers From Kindergarten to 6th Grade. *Journal of Educational Psychology*, 113(6), 1208-1226. <https://doi.org/10.1037/edu0000574>