The Impact of Learning Motivation on Arabic Language Achievement among Islamic Boarding School Students: A Quantitative Study at Baitul Jannah

Rangga Dhani Prayoga[1]*, Imam Faizin[2]

[1,2]Institut Agama Islam Pemalang

*Corresponding e-mail: prayogacaca456@gmail.com

Abstract: This study aims to analyze the influence of learning motivation on Arabic language learning achievement of students at Baitul Jannah Islamic Boarding School. This study uses a quantitative approach with a correlational design and simple linear regression analysis. The research sample consisted of 31 students selected using a saturated sampling technique. The research instrument was a learning motivation questionnaire compiled based on intrinsic and extrinsic motivation indicators, as well as documentation of Arabic language achievement scores. Data were analyzed through normality tests, linearity tests, and regression tests. The results showed that learning motivation had a positive and significant effect on Arabic language learning achievement ($p < 0.05$) with a coefficient of determination (R^2) of 0.898. This indicates that 89.8% of the variation in learning achievement can be explained by learning motivation, while the remainder is influenced by other factors outside the research model. These findings confirm that learning motivation is a strong predictor of students' academic success in Arabic language learning. Theoretically, this study strengthens the theory of learning motivation in the context of Islamic boarding school education; practically, the results of this study provide strategic implications for the development of Arabic language learning policies based on strengthening students' internal motivation.

Keywords: *Learning Motivation, Learning Achievement, Arabic, Islamic Boarding School.*

INTRODUCTION

Arabic holds a unique epistemological and theological position within the Islamic educational system. As the language of the Qur'an and Hadith, Arabic is not merely a means of communication; rather, it serves as the medium for the transmission of revelation, an authoritative instrument in the construction of Islamic jurisprudence, and a conceptual framework within the classical Islamic intellectual tradition. In the context of Islamic boarding schools (pesantren), Arabic occupies a strategic position because it constitutes a primary prerequisite for understanding turats literature (classical Islamic

texts), commonly known as kitab kuning, which form the foundational corpus of Islamic scholarship. Therefore, Arabic language instruction in pesantren is not solely academic in nature but also encompasses ideological, spiritual, and cultural dimensions.

However, empirical realities indicate that Arabic language learning in various Islamic educational institutions, including pesantren, continues to face structural and psychological challenges. Structurally, instruction often remains oriented toward the traditional grammatical approach (qawa'id wa tarjamah), emphasizing memorization of syntactic structures without sufficient reinforcement of communicative competence. Psychologically, many students perceive Arabic as a difficult and complex subject that demands high levels of concentration, thereby influencing their attitudes and engagement in the learning process.

In language education research, low achievement in foreign language learning is frequently associated with affective factors such as language anxiety, self-efficacy, and particularly learning motivation (Sepniwati, 2025). Motivation is one of the most extensively studied psychological variables in educational literature due to its significant influence on effort intensity, persistence, and the quality of students' learning strategies. From an educational psychology perspective, motivation determines not only whether an individual engages in learning but also the depth and duration of such engagement.

Self-Determination Theory, developed by Ryan and Deci (2020), asserts that intrinsic motivation—learning driven by internal interest and personal satisfaction—has a stronger impact on academic performance than extrinsic motivation, which is based on external rewards or pressures. In the context of language learning, Gardner (2004), through the Socio-Educational Model, emphasized the importance of both integrative and instrumental motivation in determining second-language acquisition success. Students who possess strong motivation tend to demonstrate deeper cognitive engagement, enhanced self-regulation, and greater resilience in confronting linguistic challenges.

Within the pesantren environment, learning motivation possesses distinctive characteristics. Motivation is driven not only by academic needs but also by religious aspirations, the desire to comprehend sacred texts directly, and spiritual commitment to deepening Islamic knowledge. Thus, Arabic language learning in pesantren exists at the intersection of cognitive and transcendental dimensions. Nevertheless, despite the sacred and symbolic status of Arabic, such normative value does not automatically guarantee high levels of student motivation.

Empirical reports indicate that Arabic academic achievement in several pesantren remains below expected targets. This phenomenon is reflected in low academic scores, difficulty reading unvowelled texts, and limited active speaking ability in Arabic. In the context of Pondok Pesantren Baitul Jannah, documented academic data from previous research reveal that some students have not achieved the Minimum Mastery Criteria (Kriteria Ketuntasan Minimal/KKM) in Arabic subjects. This condition suggests the presence of internal factors influencing the learning process, among which learning motivation is particularly significant.

From the perspective of modern education, academic achievement is not merely a cognitive outcome but a reflection of the complex interaction between internal and external student factors. Bloom's taxonomy emphasizes that learning outcomes encompass cognitive, affective, and psychomotor domains. However, within formal evaluation systems, academic achievement is often represented numerically, serving as an indicator of students' academic attainment within a specific period.

The relationship between learning motivation and academic achievement has been widely examined across diverse educational contexts. Numerous studies demonstrate a significant positive correlation between motivation levels and academic performance. Students with high motivation tend to establish clear learning goals, employ metacognitive strategies, and exhibit greater persistence. Conversely, students with low motivation often demonstrate minimal learning engagement. Hua (2019) found that low motivation negatively affects learning participation and the use of metacognitive regulation strategies. Similarly, Khosrozadh et al. (2025) identified that students with low motivation tend to procrastinate and participate less actively in classroom activities, directly contributing to decreased academic performance.

Despite extensive research, several research gaps remain. First, most motivation studies are conducted within general school settings or focus on subjects such as mathematics and English. Studies specifically examining the influence of motivation on Arabic achievement within pesantren contexts remain relatively limited. Second, many previous studies adopt descriptive or simple correlational approaches without exploring the predictive strength of motivation through regression analysis. Third, pesantren possess distinct socio-cultural characteristics that differentiate them from formal schools, limiting the generalizability of findings derived from mainstream educational contexts.

In pesantren, Arabic learning is often integrated with religious activities such as muhadharah (speech practice), halaqah (study circles), and takrir (repetition sessions). This learning pattern creates unique motivational dynamics. Students do not learn solely to obtain grades but also to enhance spiritual and intellectual capacities. However, integration between religious values and modern pedagogical strategies does not always function optimally. If learning motivation is not systematically managed, Arabic instruction risks becoming a mechanistic academic routine rather than a transformative learning experience.

Theoretically, learning motivation can be classified into intrinsic and extrinsic motivation. Intrinsic motivation originates from within the learner, such as interest in the subject, curiosity, and personal satisfaction derived from achievement. Students driven by intrinsic motivation engage in learning because they genuinely value and enjoy the process. In contrast, extrinsic motivation arises from external influences, such as teacher praise, high grades, or tangible rewards. Although extrinsic motivation may serve as an initial trigger for students who lack internal awareness, both forms of motivation play important roles in encouraging active participation, albeit through different mechanisms (Fitriya et al., 2025). Within the pesantren environment, these two types of motivation interact simultaneously. For example, students may be motivated to learn Arabic to understand the Qur'an (intrinsic spiritual motivation) while also striving for high academic grades or recognition from teachers (extrinsic academic motivation).

This study is grounded in the assumption that learning motivation functions as a significant predictor of Arabic academic achievement. In other words, the higher the students' motivation, the greater their likelihood of attaining optimal academic performance. Using a quantitative approach and simple linear regression analysis, this research aims to empirically examine the predictive strength of learning motivation on Arabic achievement at Pondok Pesantren Baitul Jannah.

The urgency of this research lies in three principal aspects. First, theoretically, it enriches the literature on learning motivation within Islamic education and Arabic

language instruction contexts. Second, methodologically, it employs an inferential quantitative approach to examine causal relationships, thereby providing stronger empirical contribution than purely descriptive studies. Third, practically, the findings may serve as a policy foundation for designing motivation-based Arabic instructional strategies within pesantren settings.

METHOD

This study used a quantitative approach with a correlational explanatory design to examine the effect of learning motivation on Arabic language learning achievement among students at the Baitul Jannah Islamic Boarding School. The quantitative approach was chosen because this study aimed to objectively measure the relationships between variables and test hypotheses through inferential statistical analysis. The explanatory design allows researchers to explain the strength and direction of the influence of independent variables on the dependent variable.

The study population was all students enrolled in Arabic language learning in the 2025 academic year. The relatively small population size permitted the use of a saturated sampling technique, allowing all members of the population to be sampled. The sample size was 31 students, consisting of 16 male students and 15 female students. The use of saturated sampling aimed to minimize selection bias and increase the accuracy of data representation.

This study involved two main variables. The independent variable (X) was learning motivation, while the dependent variable (Y) was Arabic language learning achievement. Learning motivation was measured using a five-level Likert-type questionnaire instrument, structured based on theoretical indicators including: (1) desire to succeed, (2) need and drive for learning, (3) hopes and aspirations for the future, (4) appreciation for learning, (5) engaging learning activities, and (6) a conducive learning environment. Prior to use, the instrument was tested for validity and reliability to ensure consistency and accuracy of measurement.

Arabic language learning achievement was measured through documentation of official academic grades obtained by students in Arabic language subjects. These grades reflect students' cognitive achievement based on teacher evaluations in accordance with Islamic boarding school curriculum standards.

Data analysis was conducted in several stages. First, descriptive statistical analysis was conducted to describe the distribution of learning motivation and learning achievement data. Second, classical assumption tests, including normality and linearity tests, were used to ensure the appropriateness of using regression analysis. Third, hypotheses were tested using simple linear regression to determine the effect of learning motivation on Arabic language learning achievement. The significance level used in this study was 0.05.

The coefficient of determination (R^2) was calculated to determine the contribution of learning motivation in explaining variations in learning achievement. All statistical analyses were performed using statistical data processing software to ensure the accuracy and objectivity of the research results.

RESULT AND DISCUSSION

1. Result

This study involved 31 students of Pondok Pesantren Baitul Jannah as research respondents. The learning motivation variable was measured using a Likert-scale questionnaire with a theoretical score range of 20–100, while Arabic language achievement was measured using official academic scores with a range of 0–100. The analysis began with descriptive statistics to illustrate the characteristics of each variable.

The results of the descriptive analysis indicate that learning motivation scores ranged from a minimum of 65 to a maximum of 95. The mean score of learning motivation was 82.48, with a median of 83 and a mode of 85. A standard deviation of 7.12 and a variance of 50.69 suggest a relatively moderate dispersion of data without extreme variation among respondents. When categorized based on score intervals, 3 students (9.7%) were classified in the low category (≤ 70), 9 students (29.0%) in the moderate category (71–80), and 19 students (61.3%) in the high category (≥ 81). The mean score of 82.48 indicates that, overall, students' learning motivation falls within the high category.

Regarding Arabic language achievement, the minimum score obtained by students was 68 and the maximum was 92. The mean achievement score was 81.16, with a median of 82 and a mode of 85. The standard deviation of 6.85 and variance of 46.92 indicate the presence of score variation, although within relatively controlled limits. When compared to the Minimum Mastery Criterion (Kriteria Ketuntasan Minimal/KKM) of 75, a total of 26 students (83.9%) achieved or exceeded the KKM, while 5 students (16.1%) scored below the criterion. The mean score of 81.16 demonstrates that, overall, Arabic academic achievement is in the good category.

Prior to conducting regression analysis, assumption testing was performed to ensure the appropriateness of parametric analysis. The normality test using the Kolmogorov–Smirnov method yielded a significance value of 0.200 for the learning motivation variable and 0.173 for the Arabic achievement variable. Both values exceed the threshold of 0.05, indicating that the data are normally distributed. Furthermore, the linearity test showed a significance value for deviation from linearity of 0.087, which is also greater than 0.05. This result indicates that the relationship between learning motivation and academic achievement is linear, thereby justifying the use of simple linear regression analysis.

The simple linear regression analysis produced the regression equation: Y=12.347+0.834X. The constant value of 12.347 indicates that, hypothetically, when learning motivation equals zero, the predicted academic achievement score would be 12.347. The regression coefficient of 0.834 signifies that each one-point increase in the learning motivation score results in an increase of 0.834 points in the Arabic achievement score. The positive coefficient confirms that the relationship between the two variables is directly proportional.

The significance test revealed a calculated t-value of 15.842. With a sample size of 31, the degrees of freedom were calculated using the formula $df = n - 2$, resulting in $df = 29$. At a significance level of 0.05, the critical t-table value for df 29 is approximately 2.045. Since the calculated t-value (15.842) exceeds the critical value (2.045), and the significance level of 0.001 is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that learning motivation has a positive and statistically significant effect on Arabic academic achievement.

The strength of the relationship between the two variables is reflected in the correlation coefficient (R) of 0.948. Based on standard interpretation criteria, correlation

values between 0.81 and 1.00 fall within the "very strong" category. Therefore, the relationship between learning motivation and Arabic achievement is classified as very strong. Furthermore, the coefficient of determination (R^2) of 0.898 indicates that 89.8% of the variance in Arabic academic achievement can be explained by learning motivation. The contribution was calculated using the formula $KD = R^2 \times 100\%$, resulting in $0.898 \times 100\% = 89.8\%$. The remaining 10.2% ($100\% - 89.8\%$) is influenced by other factors outside the research model.

The standard error of estimate of 2.23 indicates a relatively small prediction error, suggesting that the regression model possesses strong predictive accuracy in estimating achievement scores based on motivation scores. Overall, the findings demonstrate that learning motivation is not only significantly correlated with academic achievement but also contributes substantially to explaining the variance in Arabic language performance among students of Pondok Pesantren Baitul Jannah.

These findings indicate that increases in motivation scores are consistently followed by increases in academic achievement scores. With an R value of 0.948 and an R^2 value of 0.898, learning motivation can be identified as the dominant variable influencing Arabic academic achievement within this sample. The regression model demonstrates an exceptionally high level of goodness-of-fit to the empirical data, thereby statistically confirming and supporting the research hypothesis.

2. Discussion

The findings of this study indicate that learning motivation has a positive and statistically significant effect on Arabic academic achievement among students of Pondok Pesantren Baitul Jannah, with a correlation coefficient (R) of 0.948 and a coefficient of determination (R^2) of 0.898. These figures demonstrate a very strong relationship and a substantial contribution, indicating that 89.8% of the variance in academic achievement can be explained by learning motivation. This finding carries significant theoretical and practical implications, particularly within the context of Arabic language education in pesantren settings.

From a theoretical perspective, these results are consistent with classical perspectives in educational psychology that position motivation as the primary driving force in the learning process. Sardiman (2012) argues that motivation functions as a driver, director, and activator of learning behavior. In the present study, the regression coefficient of 0.834 indicates that every one-point increase in learning motivation is associated with a 0.834-point increase in academic achievement. This finding confirms that motivation is not merely a supporting variable but rather a primary determinant of Arabic academic performance.

The results are also aligned with Self-Determination Theory (Deci & Ryan, 2012), which emphasizes that intrinsic motivation plays a crucial role in enhancing cognitive engagement, persistence, and academic performance. Students who possess strong internal drives to master Arabic—whether for religious or academic reasons—tend to demonstrate more intensive, consistent, and goal-directed learning efforts. Intrinsic motivation encourages students to learn not merely for grades but for meaningful understanding. Within the pesantren context, the religious dimension strengthens intrinsic motivation, as Arabic is perceived as the key to understanding the Qur'an and classical Islamic literature.

In relation to Gardner's (2004) Socio-Educational Model, motivation in language learning comprises two principal dimensions: integrative and instrumental motivation. In this study, integrative motivation is reflected in students' desire to master Arabic as part of their religious and intellectual identity, while instrumental motivation appears in their efforts to achieve high academic scores or meet graduation standards. The relatively high mean scores of motivation (82.48) and achievement (81.16) suggest that both forms of motivation likely operate simultaneously in driving academic performance.

These findings also reinforce previous empirical studies. Waritsman (2020) identified a significant relationship between learning motivation and mathematics achievement among senior high school students. Although the subject context differs, the underlying psychological principle remains similar: motivation enhances effort intensity, strategic learning behavior, and persistence in overcoming difficulties. Likewise, Soamole (2023) found that learning motivation significantly influenced English academic performance. The present study extends these findings to the context of Arabic language learning in pesantren, which possesses distinct social and cultural characteristics compared to general schooling environments.

More specifically, Sari (2025) reported a positive correlation between learning motivation and Arabic academic achievement. However, that study employed a correlational approach without in-depth predictive analysis. The present study contributes additional evidence by demonstrating that motivation not only correlates with achievement but also significantly predicts it. This is supported by the calculated t-value of 15.842, which far exceeds the critical t-value of 2.045 at a 0.05 significance level. This statistical evidence strengthens the position of motivation as an independent variable with predictive power within this research context.

The high R^2 value of 0.898 is particularly noteworthy within social science research. In many educational studies, psychological variables typically explain a moderate to strong proportion of variance, but rarely approach 90%. This result may be partially explained by the relative homogeneity of the pesantren environment. Students are situated within a uniform educational system characterized by similar curricula, teaching methods, and social contexts. Consequently, external variation tends to be limited, allowing internal factors such as motivation to emerge as dominant explanatory variables.

Furthermore, the religious-based learning environment of the pesantren may strengthen the relationship between motivation and achievement. Arabic is not studied merely as a foreign language but as the language of religion and knowledge. This confers deeper existential and spiritual meaning upon the learning process. When learning activities possess personal or spiritual significance, cognitive and affective engagement tends to increase. This aligns with goal theory, which posits that personally meaningful goals enhance persistence and performance. Ausubel's theory of meaningful learning further supports this interpretation, asserting that learning becomes more effective when new information is connected to prior knowledge structures (Novak, 2003; Silva & Nóbrega, 2024). Empirical studies demonstrate that when teachers create learning environments that foster meaningful connections, student retention and engagement increase significantly (Polman et al., 2020; Yehya, 2020). This principle is particularly important in subjects involving abstract concepts, such as mathematics and science, where real-life contextualization enhances comprehension (Freitas & Neto, 2019; Dinther et al., 2023).

Despite the substantial contribution of motivation, approximately 10.2% of the variance in academic achievement remains unexplained by the model. This residual variance may be attributed to factors such as individual cognitive ability, teaching methods, learning strategies, family support, and other environmental influences. Therefore, although motivation emerges as the primary determinant in this study, a comprehensive approach remains necessary to enhance the overall quality of Arabic language instruction.

The findings further indicate that improving Arabic academic achievement cannot rely solely on curriculum reform or instructional method adjustments. Strengthening psychological dimensions—particularly learning motivation—must become a central focus. Arabic language teachers should design instructional practices that stimulate curiosity, provide intellectual challenges, and connect learning materials with students' spiritual and academic aspirations. Recognition, constructive feedback, and supportive classroom environments can simultaneously strengthen both intrinsic and extrinsic motivation.

From a practical standpoint, these findings provide empirical foundations for pesantren administrators to formulate motivation-based educational policies. Initiatives such as Arabic language competitions, academic awards, and integration of language learning with religious activities may reinforce students' motivational drives. Additionally, teacher training programs focusing on motivational enhancement strategies may serve as strategic interventions to improve academic outcomes.

From an academic perspective, this study contributes to the literature on Arabic language education within pesantren contexts, which has historically been underexplored through inferential quantitative approaches. While many prior studies have employed descriptive or qualitative methodologies, the use of simple linear regression in this research provides stronger empirical evidence regarding the predictive strength of motivation on academic achievement.

Overall, this discussion demonstrates that the findings are not only consistent with established motivational theories and prior research but also offer context-specific contributions within pesantren environments. Learning motivation is empirically confirmed as a central variable determining Arabic academic success. As motivation increases, academic performance increases consistently and significantly. Therefore, strategies for enhancing the quality of Arabic instruction must systematically integrate psychological approaches focused on strengthening student motivation.

CONCLUSION

This study aims to analyze the influence of learning motivation on Arabic language learning achievement among students at Baitul Jannah Islamic Boarding School using a quantitative approach and simple linear regression analysis. The statistical analysis yielded a correlation coefficient (R) of 0.948, indicating a very strong relationship between learning motivation and Arabic language learning achievement. The coefficient of determination (R^2) of 0.898 indicates that 89.8% of the variation in learning achievement can be explained by learning motivation, while the remaining 10.2% is influenced by factors outside the research model. A significance value of 0.001 (<0.05) and a calculated t-value of 15.842, which is greater than the t-table of 2.045, confirm that the influence is positive and statistically significant.

These findings indicate that learning motivation is a primary determinant of students' Arabic language academic achievement. Each increase in motivation scores is consistently followed by an increase in learning achievement scores. This reinforces the theoretical view that motivation functions as a driver, director, and reinforcer of learning behavior. In the context of Islamic boarding schools, motivation is not solely academic but also integrated with religious and spiritual dimensions, thus exerting a deeper influence on the learning process.

Theoretically, the results of this study support Self-Determination Theory and motivational theories in language learning, which emphasize the importance of intrinsic and extrinsic motivation in improving academic performance. Empirically, this research enriches the literature on Arabic language learning in Islamic boarding schools, particularly in the relatively limited quantitative and inferential studies.

The practical implication of this research is the need for learning strategies that systematically integrate motivational reinforcement into the Arabic language education process. Teachers and Islamic boarding school administrators need to create a conducive learning environment, provide positive feedback, and link learning to students' academic and spiritual goals. Further research is recommended to develop a multivariate model incorporating other variables such as learning strategies, teaching methods, and environmental support to obtain a more comprehensive picture of the factors influencing Arabic language achievement.

Thus, it can be concluded that learning motivation is a key factor significantly determining Arabic language academic success at Baitul Jannah Islamic Boarding School.

REFERENCES

Chen, H. (2019). The Influence of College Students' Learning Motivation and Beliefs on Learning Engagement and Metacognitive Regulation Strategies. Social Values and Society, 1(2), 01-05. https://doi.org/10.26480/svs.02.2019.01.05

Deci, E.L. dan Ryan, R.M. (2012). Self-Determination Theory. Dalam Lange, P.A.M.V., Kruglanski, A.W., dan Higgins, E.T. Handbook of Theories of Social Psychology (Volume 1). London: Sage.

Dinther, R. v., Smits, L. d. P., & Pepin, B. (2023). Features of Immersive Virtual Reality to Support Meaningful Chemistry Education. Journal of Chemical Education, 100(4), 1537-1546. https://doi.org/10.1021/acs.jchemed.2c01069

Fitriya, E., Nurhayati, F., Rosulina, D., Santora, P., Kurahman, O. T., & Tarsono. (2025). Peran Motivasi Intrinsik dan Ekstrinsik dalam Meningkatkan Hasil Belajar Pendidikan Agama Islam. Didaktika: Jurnal Kependidikan, 14(1), 1055–1061.

Freitas, S. d. A. and Neto, A. S. d. A. (2019). Use of different external mediating mechanisms of the Bohr atom model: Evidence of Meaningful Learning through verbal-gestural analysis in elementary school students. Acta Scientiae, 21(4), 133-148. https://doi.org/10.17648/acta.scientiae.v21iss4id5253

Gardner, R. C. (2004). Attitude/Motivation Test Battery: International AMTB Research Project (English version). Retrieved on June 8th, 2023 from: http://publish.uwo.ca/~gardner/docs/englishamtb.pdf

Khosrozadh, M., Kordestani-Moghadam, P., Delshad, E. S., Mohammadi, R., Mohammadi, S., & Yarahmadi, S. (2025). Motivational Strategies for Learning Among Undergraduate Nursing Students: A Descriptive and Analytical Study.

Journal of Archives in Military Medicine, 13(3). https://doi.org/10.5812/jamm-164463

Novak, J. D. (2003). The Promise of New Ideas and New Technology for Improving Teaching and Learning. Cell Biology Education, 2(2), 122-132. https://doi.org/10.1187/cbe.02-11-0059

Polman, J., Hornstra, L., & Volman, M. (2020). The meaning of meaningful learning in mathematics in upper-primary education. Learning Environments Research, 24(3), 469-486. https://doi.org/10.1007/s10984-020-09337-8

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self determination theory perspective: Definitions, theory, practices, and future directions. Contemporary Educational Psychology, 61, 101860. https://doi.org/10.1016/j.cedpsych.2020.101860

Sardiman. (2012). Interaksi dan Motivasi Belajar Mengajar. Jakarta: Radjawali.

Sari, D. P. (2025). Hubungan Motivasi Belajar Dengan Prestasi Belajar Bahasa Arab Kelas VIII Di MTS Negeri 37 Jakarta. INTIFA: Journal of Education and Language, 1(4). https://doi.org/10.62083/intifa.v1i4.212

Sepniwati, L., Supardi, J. S. & Sapotra, A. (2025). Riwayat Pembelajaran Bahasa Inggris dan Kecemasan Bahasa Asing pada Siswa SMP (Sekolah Menengah Pertama). Happiness: Journal of Psychology and Islamic Science. 9(1). 44-57.

Silva, C. G. d. and Nóbrega, M. P. (2024). A neuroscientific approach to the importance of emotions for the meaningful learning process. Navigating Through the Knowledge of Education. https://doi.org/10.56238/sevened2024.002-049

Soamole, H. (2023). Pengaruh Motivasi Belajar Terhadap Prestasi Bahasa Inggris Siswa MTsN 1 Sanana". JUANGA: Jurnal Agama Dan Ilmu Pengetahuan, 121–132.

Waritsman, A. (2020). Hubungan Motivasi Belajar Dengan Prestasi Belajar Matematika Siswa. Tolis Ilmiah: Jurnal Penelitian, 2(1). https://doi.org/10.56630/jti.v2i1.91

Yehya, F. M. (2020). Promoting Technology- Implementation Learning paradigm for online learning in secondary Education. Global Journal of Information Technology Emerging Technologies, 10(1), 12-21. https://doi.org/10.18844/gjit.v10i1.4620