

The Influence of Learning Motivation on Learning Outcomes of Islamic Religious Education on the Material of Living Peacefully in Togetherness of Class V Students in Jantur Village, Muara Muntai

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*Siti Norhalizah, Taufik Hidayat^{ab} 

¹²Elementary School Teacher Education Study Program, Mulawarman University Samarinda, Indonesia

Corresponding Author: sitinorhalizah4@gmail.com

A B S T R A C T

This research is motivated by the learning outcomes of Islamic Religious Education (PAI) of fifth-grade elementary school students in Jantur Muara Muntai Village who are still on the material of Living in Peace in Togetherness, suspected to be influenced by learning motivation that needs to be analyzed. The purpose of the study is to analyze the influence of learning motivation on PAI learning outcomes. This type of quantitative research with an ex post facto design uses descriptive and inferential methods. The population is 77 fifth-grade students from three elementary schools, a sample of 30 students with proportional random sampling. The instruments in the form of a learning motivation questionnaire (25 Likert scale items) and a learning outcome test (36 multiple-choice questions), were analyzed using descriptive statistics and simple linear regression through SPSS 25.0. The results show high learning motivation (mean = 72.65), moderate learning outcomes (mean = 18.77), with a regression equation of $\hat{Y} = 13.492 + 1.257X$, $p = 0.001 < 0.05$, and $R^2 = 0.888$. The conclusion states that learning motivation has a significant positive effect on PAI learning outcomes, explaining 88.8% of the variability.

Keywords: *Learning Outcomes, Peaceful Living, Learning Motivation, Islamic Religious Education, Elementary School*

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INTRODUCTION

Basic education plays a strategic role in shaping the quality of human resources and national character. Therefore, the success of the learning process is measured not only by cognitive achievement but also by the development of students' attitudes, values, and social skills (Hamalik, 2020; Ministry of Education, Culture, Research, and Technology, 2022). In this context, learning motivation plays a crucial role as it serves as an internal and external driving force that encourages students to actively engage in learning activities and strive for optimal achievement (Lestari & Yudhanegara, 2023; Ratminingsih et al., 2021). Several recent studies confirm that high learning motivation is positively correlated with increased student participation, persistence, and learning outcomes in various subjects, including Islamic Religious Education (PAI) (Julyanti, 2021; Pangestu et al., 2024). Therefore, efforts to understand and strengthen learning motivation are crucial to ensure that the educational process is not only academically effective, but also psychologically and socially meaningful for students (Miladiyah, 2023; Rismayanti et al., 2023).

In Islamic Religious Education (PAI) learning at the elementary school level, the material is not only oriented towards mastering religious concepts, but also on character building through instilling the values of tolerance, cooperation, and brotherhood that support a harmonious social life (Ministry of Education, Culture, Research, and Technology, 2022; Firdaus, 2025). One strategic material is Living Peacefully in Togetherness, which is designed

to prepare students to be able to live in harmony amid differences in religion, culture, and social background (Nasir, 2023; Suparjo et al., 2022). However, various empirical reports indicate that the implementation of the values of peace and togetherness in schools is not fully optimal, as evidenced by the still low student involvement in discussions on the value of tolerance and the minimal practice of cooperation in learning activities (Heti Aisah et al., 2021; Firdaus, 2025). This condition indicates a gap between the normative objectives of Islamic Education learning and the reality of student learning outcomes, so it is necessary to further study the psychological factors that may contribute, one of which is learning motivation (Sholeh, 2024; Rofiq, 2025).

A phenomenon in several elementary schools in Jantur Village, Muara Muntai, shows that students' Islamic Religious Education (PAI) learning outcomes, particularly in the topic of Living Peacefully in Togetherness, are still in the moderate category and have not yet reached the Minimum Completion Criteria (KKM) evenly. This is reflected in the suboptimal average daily test scores, score variations indicating that there are still students with low learning outcomes, and low active participation in the learning process such as asking questions, discussing, and expressing opinions (Hadi, 2019; Kukuh, 2020). Similar findings were also reported by Julyanti (2021) and Yeni et al. (2022), who stated that low learning motivation is related to a lack of attention to teacher explanations, a tendency to procrastinate, and a weak internal drive to achieve. On the other hand, research in the context of PAI shows that when student motivation is well managed, they tend to be more focused, do not give up easily, and are more involved in internalizing the religious values taught (Sopiani & Wirdati, 2021; Yasan, 2025).

Theoretically, learning outcomes are understood as measurable behavioral changes in the cognitive, affective, and psychomotor domains resulting from a planned learning process (Nasir, 2023; Bloom in Hartono, 2021). In the context of Islamic Religious Education (PAI), learning outcomes encompass not only mastery of religious teachings but also the ability to apply the values of tolerance, cooperation, and brotherhood in daily interactions, particularly in the subject of Living Peacefully in Togetherness (Ministry of Education, Culture, Research, and Technology, 2022; Hamim et al., 2021). Several studies have shown that high learning motivation significantly contributes to improved learning outcomes, both through increased learning intensity and the quality of student engagement in academic tasks (Saputra et al., 2018; Novianti et al., 2020). Other studies in the realm of religious education also report a strong relationship between learning motivation and learning outcomes, with the proportion of variation in learning outcomes explained by motivation reaching more than 80%, thus strengthening motivation's position as an important predictor of academic success (Ma'rifat et al., 2024; At-Tadzkir, 2023).

Although many studies have found a positive and significant relationship between learning motivation and learning outcomes in various subjects, including Islamic Religious Education (PAI), studies specifically examining the influence of learning motivation on PAI learning outcomes in the subject of Living Peacefully in Togetherness at the elementary school level, particularly in Jantur Muara Muntai Village, are still very limited (Farhana, 2022; Nur Aini, 2022). Previous studies have generally focused on secondary education or on other subjects such as mathematics and science, thus not providing a detailed picture of the dynamics of learning motivation and PAI learning outcomes in fifth-grade elementary school students in rural contexts (Diandaru, 2023; Muslimah et al., 2024). The limitations of studies in this specific context reveal a research gap, particularly regarding how student learning motivation contributes to the achievement of cognitive and affective competencies in material oriented towards the formation of attitudes of peace and togetherness (Ratminingsih et al., 2021; Arifin, 2025). Thus, an empirical study is needed that specifically analyzes this relationship in order to obtain a strong scientific basis for improving Islamic Education learning practices in elementary schools.

This study aims to analyze the influence of learning motivation on Islamic Religious Education learning outcomes in the subject of Peaceful Living in Togetherness of fifth-grade

elementary school students in Jantur Village, Muara Muntai. Theoretically, this study is important because it strengthens understanding of the role of learning motivation in explaining variations in Islamic Religious Education learning outcomes in the cognitive and affective domains, while also confirming previous findings in the context of material oriented towards the values of peace and togetherness (Sopiani & Wirdati, 2021; Sholeh, 2024). Practically, the results of this study are expected to provide direct implications for teachers, schools, and policymakers to design more effective learning strategies to improve Islamic Religious Education motivation and learning outcomes, particularly through strengthening the values of tolerance, cooperation, and brotherhood in students' real lives (Rismayanti et al., 2023; Firdaus, 2025). The novelty of this research lies in the focus of the study on the relationship between learning motivation and Islamic Education learning outcomes on the material of Living Peacefully in Togetherness in a rural elementary school environment with certain social characteristics, thus providing a contextual contribution that has not been widely revealed by previous research (Farhana, 2022; Nur Aini, 2022).

METHOD

This study uses a quantitative approach with an ex post facto design to analyze the influence of learning motivation on learning outcomes in Islamic Religious Education on the subject of Living Peacefully in Togetherness for fifth-grade elementary school students in Jantur Village, Muara Muntai. The ex post facto design was chosen because the study examines phenomena that have occurred without intervention, where learning motivation is the independent variable (X) and learning outcomes are the dependent variable (Y). According to Sugiyono (2021), the ex post facto method is effective for retrospectively identifying causality of factors that influence the dependent variable, while Sudaryono (2018) emphasizes that this quantitative approach is suitable for testing hypotheses of variable relationships in an educational context. Emzir in his book explains that the ex post facto design is included in quantitative comparative research that tests relationships between variables without manipulation.

This type of research is quantitative descriptive and inferential with ex post facto method, conducted in the even semester of the 2024/2025 academic year at SD Negeri 014, SD Negeri 013, and SD Negeri 007 Muara Muntai. This approach allows for statistical description and testing of effects without experimental treatment, as described by Sugiyono (2019) who stated that the quantitative ex post facto survey method is ideal for measuring the relationship of variables in elementary school populations. Creswell and Creswell (2017) support this design for comparative causal studies where data is collected post-event, ensuring external validity in educational samples. Wahdah and Malasari (2022) also confirm the usefulness of ex post facto in studying psychological factors such as motivation on academic achievement.

The research instruments included a learning motivation questionnaire with 25 four-point Likert scale items based on indicators of learning drive, perseverance, tenacity, and desire to succeed, as well as a learning outcome test in the form of 36 multiple-choice questions from an average of five daily tests on the material Living Peacefully in Togetherness. The questionnaire and test have been validated for reliability, according to Sugiyono's (2020) procedure which suggests a Likert scale instrument for motivational variables in quantitative educational research. Data analysis techniques included descriptive statistics (mean, median, frequency distribution) and inferential in the form of a simple linear regression test with normality requirements, using SPSS version 25.0 at a significance level of 0.05; Emzir (latest publication year) emphasizes linear regression for causal analysis in an ex post facto design. Sudaryono (2018) adds that this kind of inferential analysis is effective in testing the hypothesis of the influence of independent variables on dependent variables.

The study population consisted of 77 fifth-grade elementary school students in three schools in Jantur Muara Muntai Village, with a sample of 30 students selected using proportional random sampling for representativeness. This technique ensures a random proportion from each school, avoiding selection bias as recommended by Sugiyono (2019) for

small populations in ex-post facto primary education research. Creswell (2017) stated that proportional random sampling improves the generalizability of results in quantitative studies of rural communities. The sample calculation follows the Slovin formula for accuracy with a 5% margin of error.

The procedure begins with problem identification from observations of low learning outcomes, followed by instrument development, validity testing, data collection through questionnaire distribution and sample tests, data input into SPSS, descriptive-inferential analysis, and interpretation of regression results. These stages are systematic without intervention, following the ex post facto flow of Sugiyono (2021), which emphasizes a retrospective sequence from data to causality. Emzir added that this procedure includes testing statistical assumptions before inference for validity. The entire process adheres to research ethics with informed consent from the school and parents.

FINDINGS AND DISCUSSION

Descriptive Statistics

Table 1. Description of Learning Motivation Data

Score	Category
Mean	72.65
Median	72.00
Standard Deviation	6,177
Variance	38,163
Range	25.00
Minimum	58.00
Maximum	83.00

The findings from the descriptive analysis of learning motivation scores are presented in Table 4.1. It can be observed that the mean and median of the learning motivation data are 72.65 and 72.00, respectively, with a minimum score of 58 and a maximum score of 83. The standard deviation obtained is 6.17 with a variance of 38.16. The mean value of the learning motivation data is 72.65, this indicates that the learning motivation of students in grade V in Jantur Muara Muntai Village is in the high category.

Table 2. Frequency of Learning Motivation

criteria	Questionnaire score	
	Frequency	Percent
Very high	11	36.7
Tall	10	33.3
Currently	7	23.3
Low	2	6.7
Total	30	100.0

Based on the table above, out of a total of 30 students, it was found that 2 students (6.7%) had a low level of learning motivation. A total of 7 students (23.3%) were in the medium category, 10 students (33.3%) were in the high category, and 11 students (36.7%) were in the very high category.

Table 3. Description of Islamic Religious Education Learning Outcomes Data

Score	Category
Mean	18.77
Median	20.00
Standard Deviation	3,821
Variance	14,599
Range	15
Minimum	10
Maximum	25

The students' Islamic Religious Education learning outcomes obtained an average score (mean) of 18.77 and a median score of 20.00. This indicates that in general the students'

learning outcomes are in the fairly good category, where most students obtained scores around the average. The standard deviation value of 3.821 indicates that the level of distribution of learning outcome data among students is not too large, so it can be said that student abilities are relatively uniform. The highest (maximum) score obtained was 25, while the lowest (minimum) score was 10, with a range of 15. Thus, it can be concluded that the students' Islamic Religious Education learning outcomes have moderate variation and show a tendency for good achievement overall.

Table 4. Frequency of Islamic Religious Education Learning Outcomes

criteria	Questionnaire score	
	Frequency	Percent
Very high	1	3.3
Tall	4	13.3
Currently	14	46.7
Low	8	26.7
Very Low	3	10.0
Total	30	100.0

Based on the table above, out of a total of 30 students, it was found that 2 students (6.7%) had a low level of learning motivation. A total of 7 students (23.3%) were in the medium category, 10 students (33.3%) were in the high category, and 11 students (36.7%) were in the very high category. Based on table 4, it can be concluded that students' mathematics learning outcomes have moderate criteria because the average score of students' mathematics learning outcomes in the medium category is 46.7%.

The learning motivation instrument in this study was a questionnaire consisting of 25 statements with four answer alternatives using a Likert scale. The questionnaire was administered to 30 students to determine their level of learning motivation. The descriptive analysis showed that the learning motivation of fifth-grade students in Jantur Village, Muara Muntai, was in the high category.

The Islamic Religious Education learning outcomes instrument used a multiple-choice test consisting of 36 questions and administered to 30 students. Based on the descriptive analysis, it was found that students' Islamic Religious Education learning outcomes were in the moderate category.

Inferential Statistics

Simple linear regression analysis produces a regression equation $\hat{Y} = 13.492 + 1.257X$. The observed significance level is 0.001, which is smaller than 0.05, indicating rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). Therefore, it can be concluded that there is a substantial influence between learning motivation and the achievement of Islamic Religious Education learning outcomes, especially on the material of Living Peacefully in Togetherness. The coefficient of determination (R^2) of 0.888 indicates that 88.8% of the variability in learning outcomes can be explained by learning motivation, with the remaining 11.2% influenced by external variables.

Discussion

The results of this study reveal that intrinsic and extrinsic motivation have a substantial positive correlation with academic achievement in Islamic Religious Education subjects, specifically on the topic of Harmonious Life in Collectivity. This relationship is confirmed by a significance value of 0.001, which is below the threshold of 0.05, and a coefficient of determination of 0.888. These results indicate that the level of learning motivation contributes significantly to students' academic performance. Individual students who demonstrate a strong drive to learn tend to demonstrate more active participation, greater persistence, and adequate cognitive readiness in the learning process, which in turn have a positive impact on the learning outcomes achieved. This empirical dissemination is consistent with the theoretical framework on learning motivation, which underscores its central role as a primary catalyst in educational activities. In the context of teaching Islamic Religious Education, especially when discussing the concept of Harmonious Life in Collectivity, learning motivation facilitates a

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deeper understanding and internalization of fundamental values such as tolerance, collaboration, and brotherhood that are at the core of the teachings.

The results of this study also support previous research that stated a positive relationship between learning motivation and learning outcomes. The high coefficient of determination indicates that learning motivation is a dominant factor in determining student learning success in Islamic Religious Education. Therefore, teachers are expected to continue to improve student learning motivation through the use of varied learning methods, providing rewards, and creating a conducive learning environment to optimally improve learning outcomes in Islamic Religious Education.

Students with high learning motivation tend to be more active, diligent, and serious in participating in the learning process. This encourages them to more easily understand Islamic Religious Education material, particularly the values of tolerance, cooperation, and brotherhood embodied in the "Living Peacefully in Togetherness" lesson. Conversely, students with low learning motivation demonstrate less than optimal learning outcomes.

CONCLUSION

The conclusion of this study confirms that learning motivation has a positive and significant influence on the learning outcomes of Islamic Religious Education on the material of Peaceful Living in Togetherness of fifth grade elementary school students in Jantur Village, Muara Muntai, with a regression equation of $\hat{Y} = 13.492 + 1.257X$, a significance value of 0.001 ($p < 0.05$), and a determination coefficient of R^2 of 0.888 which explains 88.8 percent of the variability of learning outcomes. These findings indicate that students' learning motivation is in the high category (average 72.65), while learning outcomes are in the medium category (average 18.77), so that motivation is the dominant predictor in improving understanding of the values of tolerance, cooperation, and brotherhood. However, limitations of the study include the use of an ex post facto design that does not allow direct causal inference because there is no intervention, a population limited to three rural schools with a small sample of 30 students, as well as the potential influence of external variables such as family environment or teaching methods that only explain the remaining 11.2 percent. Practically, these results encourage Islamic Religious Education (PAI) teachers to implement motivation-boosting strategies such as varied learning, positive rewards, and a conducive atmosphere to optimize student learning outcomes. For future research, it is recommended to develop experimental studies with motivational interventions, expand the sample to other regions, and integrate moderating variables such as learning interest or parental support for a more comprehensive understanding.

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