

# From Iqra' to Motivation: Constructing and Testing a Qur'anic Learning Model Based on Surah Al-'Alaq (1-5) and Quraish Shihab's Exegesis

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## ABSTRACT

This study examines how Qur'anic learning concepts derived from Surah Al-'Alaq verses 1-5 influence students' learning motivation, addressing a gap in previous research that has focused on general religiosity rather than operationalizing a measurable Qur'anic construct based on a specific exegetical source. While earlier studies highlight the role of religious values in shaping motivation, none have quantitatively validated a construct grounded in Quraish Shihab's interpretation of Surah Al-'Alaq. A quantitative correlational design was employed using primary data collected through Likert-scale questionnaires administered to all 90 students of SMA Integral Hidayatullah Batam. The instrument measured four dimensions of Qur'anic learning concepts (iqra', ta'lim, akram, qalam) and four indicators of learning motivation. Data were analyzed using descriptive statistics, Pearson correlation, and simple linear regression. The findings show that students' understanding of Qur'anic learning concepts is high and positively associated with their learning motivation ( $r = 0.63$ ,  $p < 0.001$ ). Regression analysis indicates that this understanding explains 40 percent of the variance in learning motivation, with spiritual value internalization emerging as the strongest contributing dimension. These results demonstrate that Qur'anic learning concepts, when operationalized as a structured construct, have measurable motivational significance. The study suggests that integrating Qur'anic values into instructional design can strengthen intrinsic motivation among Islamic senior high school students. It concludes by recommending further experimental research to test the causal effects of Qur'an-based learning interventions.

## ABSTRAK

Penelitian ini mengkaji bagaimana konsep pembelajaran Qur'ani yang bersumber dari Surah Al-'Alaq ayat 1-5 memengaruhi motivasi belajar peserta didik, dengan mengisi kesenjangan penelitian sebelumnya yang hanya menyoroti religiositas umum tanpa mengoperasionalkan konstruksi Qur'ani yang terukur berdasarkan sumber tafsir tertentu. Meskipun studi terdahulu menegaskan peran nilai keagamaan dalam membentuk motivasi, belum ada penelitian yang secara kuantitatif memvalidasi konstruksi yang berlandaskan tafsir Quraish Shihab atas Surah Al-'Alaq. Penelitian ini menggunakan desain kuantitatif korelasional dengan data primer yang dikumpulkan melalui kuesioner skala Likert yang diberikan kepada seluruh 90 siswa SMA Integral Hidayatullah Batam. Instrumen mengukur empat dimensi konsep pembelajaran Qur'ani (iqra', ta'lim, akram, qalam) dan empat indikator motivasi belajar. Data dianalisis menggunakan statistik deskriptif, korelasi Pearson, dan regresi linear sederhana. Hasil penelitian menunjukkan bahwa pemahaman siswa terhadap konsep pembelajaran

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## KATA KUNCI

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*Qur'ani berada pada kategori tinggi dan berhubungan positif dengan motivasi belajar ( $r = 0.63$ ;  $p < 0.001$ ). Analisis regresi menunjukkan bahwa pemahaman tersebut menjelaskan 40 persen variasi motivasi belajar, dengan internalisasi nilai spiritual sebagai dimensi yang paling berpengaruh. Temuan ini menunjukkan bahwa konsep pembelajaran Qur'ani, ketika dioperasionalkan sebagai konstruksi terstruktur, memiliki signifikansi motivasional yang terukur. Penelitian ini menyiratkan bahwa integrasi nilai Qur'ani dalam desain pembelajaran dapat memperkuat motivasi intrinsik siswa sekolah menengah Islam. Penelitian ini merekomendasikan studi eksperimental lanjutan untuk menguji efek kausal intervensi pembelajaran berbasis Al-Qur'an.*

## Introduction

Learning motivation plays a central role in shaping students' engagement, depth of understanding, and ability to apply learned values in real contexts (Nurhayati, Latif, & Anwar, 2024). Within the Qur'anic tradition, Surah Al-'Alaq verses 1–5 emphasize reading (iqra'), understanding, and seeking knowledge as foundational principles for human intellectual development. According to Quraish Shihab, these verses extend beyond cognitive processes to encompass spiritual and intellectual awareness (Shah, Naveed, & Madani, 2022). His interpretation in Tafsir Al-Mishbah highlights that iqra' signifies not only reading written texts but also comprehending, reflecting, and embodying divine values (M, 2023). However, field observations reveal that students' learning motivation remains challenged in the digital era. A preliminary survey of 30 students at SMA Islam Hidayatullah (SMAIH) Batam showed that 60 percent study only when facing examinations or assignments, while 40 percent lack intrinsic motivation for independent learning (Kadafi & Ulpah, 2023).

In Islamic education, religious values are widely believed to influence learning motivation. Surah Al-'Alaq verses 1–5 teach that knowledge originates from Allah through human learning efforts, fostering religious consciousness and motivating continuous self-improvement (Sari et al., 2024). Empirical studies support this relationship. For instance, research at SMPN 29 Surabaya reported a significant positive correlation between religiosity and learning motivation ( $r = 0.620$ ,  $p = 0.000$ ) (Firmansyah, Utami, & Rista, 2021). Similarly, religious values were found to significantly affect learning outcomes at SDN 10 Lubuk Alung, contributing 78.9 percent to students' performance (Mulya & Sulaiman, 2022). These findings underscore the relevance of Qur'anic values in shaping students' motivation, particularly at the senior high school level, where intrinsic motivation is often underdeveloped.

Quraish Shihab's interpretation positions iqra' as a multidimensional learning command involving cognitive, reflective, and applicative processes that integrate intellectual and spiritual dimensions (Safwandi, 2025). This perspective frames the Qur'an not only as a normative source but also as a motivational foundation in Islamic education. Yet, empirical evidence indicates persistent motivational challenges among students, reinforcing the need for learning approaches grounded in Qur'anic values that can activate internal learning awareness.

In this study, "understanding of the learning concept" derived from Surah Al-'Alaq verses 1–5 is defined as the extent to which students comprehend Qur'an-based learning meanings and internalize them in their attitudes and behaviors. This construct comprises three dimensions: the cognitive-epistemic dimension, referring to iqra' as a process of acquiring and developing knowledge; the spiritual value dimension, reflecting learning as worship and divine trust; and the applicative-social dimension, referring to the use of

knowledge in personal and social contexts. Together, these dimensions form a measurable Qur'anic learning concept.

Although the relationship between religious values and learning motivation is well documented (Zaida, 2022), the novelty of this study lies not in reaffirming this general association but in specifying the source, interpretive basis, and operationalization of the construct. The study develops a Qur'anic learning concept grounded explicitly in Surah Al-'Alaq verses 1–5 and Quraish Shihab's tafsir, translating the semantic structure of the verses into measurable dimensions tested quantitatively among Islamic senior high school students in Batam. At this stage, the novelty remains at the level of a specific, underexplored topic that has not yet matured into a validated theoretical model.

This research is positioned as a construct development study. The variable of understanding the learning concept is operationalized into four measurable dimensions: *iqra'* (active learning awareness), *ta'lim* (teaching and learning processes), *akram* (value orientation and transcendental motivation), and *qalam* (literacy and intellectual development). These dimensions are translated into behavioral indicators and questionnaire items, enabling empirical measurement and replication (Nur'Afiifah & Yahya, 2020). The study further develops a conceptual model linking these Qur'anic dimensions to components of learning motivation, including learning interest, perceived relevance, self-efficacy, and religious belief. Instrument validation involved expert judgment in Qur'anic exegesis and Islamic education, item-total correlation testing, and reliability analysis using Cronbach's Alpha, ensuring empirical robustness (Weyant, 2022). Given the correlational design, the study interprets relationships as statistical associations rather than causal effects, and recommends future experimental or quasi-experimental research to examine causal impacts of Qur'an-based learning interventions (Creswell & Clark, 2021).

Previous studies have explored religiosity and learning motivation (Disriani & Habibi, 2023), yet most rely on general religiosity indicators without grounding in specific Qur'anic verses or exegetical frameworks. Conversely, studies on Surah Al-'Alaq verses 1–5 are predominantly qualitative, focusing on educational values such as *iqra'*, literacy, and knowledge development, without quantitatively testing their motivational implications (Putri et al., 2023). Some quantitative studies address Qur'an reading interest or literacy culture but do not operationalize learning concepts based on tafsir or examine senior high school contexts (Sa'idah, 2021).

To date, no quantitative study has operationalized the learning concepts of Surah Al-'Alaq verses 1–5 based on Tafsir Al-Mishbah and tested them as predictors of learning motivation among Islamic senior high school students in Batam. This gap highlights the absence of empirical testing of a measurable, context-specific Qur'anic exegetical construct. Accordingly, this study formulates two hypotheses:

H1: Understanding the learning concept of Surah Al-'Alaq verses 1–5 based on Tafsir Al-Mishbah is positively and significantly related to students' learning motivation.

H2: Among the dimensions of the learning concept, the internalization of spiritual values is the strongest predictor of learning motivation.

These hypotheses align with correlational and regression analyses and remain within the limits of non-causal inference (Creswell, 2021). Thus, the study advances Qur'an-based Islamic education research by moving beyond descriptive discussions toward measurable, theoretically grounded hypothesis testing. Numerous related studies have been conducted (Nur'Afiifah & Yahya, 2020; Ifana, 2023; Maisarah et al., 2022; Yafi et al., 2023; Zuleni & Marfilinda, 2022; Amiruddin & Aini, 2025; Agustin et al., 2022;

Fadiya et al., 2024; Ma’sum et al., 2024; Sulaiman & Musthofa, 2023; Anggraini & Pratama, 2024; Warsah & Morganna, 2025; Mokhtar et al., 2024; Suriyani & Desi, 2023; Wan Mokhtar et al., 2024), yet none address the specific Qur’anic construct examined in this study.

**Method**

This study employed a quantitative approach with a correlational design, aiming to examine the statistical relationship between students’ understanding of Qur’anic learning concepts in Surah Al-‘Alaq verses 1–5 and their learning motivation. (Sugiyono, 2022). A correlational design was selected because it allows researchers to identify the strength and direction of relationships between variables without manipulating treatments, and it is not intended to draw direct causal conclusions (Siti Rohmatin Nur Ifana, 2023).

The research population comprised all students of SMA Integral Hidayatullah (SMAIH) Batam, totaling 90 students. Given the relatively small population size, a saturated sampling technique was employed, whereby all members of the population were included as research participants (N = 90) (Nurhayati, 2024). The research instrument consisted of a closed-ended questionnaire using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). This study involved two main variables (Arikunto, 2020).

The first variable was understanding of the learning concept in Surah Al-‘Alaq verses 1–5, defined as students’ level of understanding and internalization of Qur’anic learning concepts based on Tafsir Al-Mishbah, as reflected in their learning attitudes and behaviors. This variable was operationalized into four dimensions: *iqra’* (active learning awareness and willingness to read and understand), *ta’lim* (perceptions of the learning process and the role of teachers), *akram* (value orientation, transcendental motivation, and awareness of worship), and *qalam* (literacy, intellectual development, and application of knowledge). These four dimensions were measured using 18 questionnaire items.

The second variable was learning motivation, defined as internal and external drives that influence the intensity, direction, and persistence of students’ learning activities. Learning motivation was measured through four main indicators: learning interest, perceived relevance of learning materials, self-efficacy or belief in one’s own abilities, and religious belief as a value-based source of learning motivation. These indicators were assessed using 16 questionnaire items (Djaali, 2021).

**Table 1.** Indicators of the Learning Concept Understanding Variable (X)

Dimension	Indicator	Number of Items
<i>Iqra’</i>	Active learning awareness; willingness to read and understand	5
<i>Ta’lim</i>	Perceptions of the learning process and the role of teachers	4
<i>Akram</i>	Value orientation, transcendental motivation, and awareness of worship	5
<i>Qalam</i>	Literacy, intellectual development, and application of knowledge	4
<b>Total Items</b>		<b>18</b>

**Table 2.** Indicators of the Learning Motivation Variable (Y)

Indicator	Description	Number of Items
Learning interest	Interest and enjoyment in learning	4
Relevance	Perceived meaningfulness of learning materials	4
Self-efficacy	Belief in one’s own abilities	4
Religious belief	Learning motivation based on religious values	4
<b>Total Items</b>		<b>16</b>

Content validity of the instrument was established through expert judgment involving two experts. The first was an expert in Qur'anic exegesis, who evaluated the alignment of the instrument items with the meanings of Surah Al-'Alaq verses 1–5 and Tafsir Al-Mishbah. The second was an expert in Islamic education and psychometrics, who assessed the clarity of the constructs, item readability, and the alignment of indicators with the measurement objectives. Feedback from both experts was used to revise the instrument prior to pilot testing (Alshammari, Shaalan, & Al-onazi, 2024).

The instrument was pilot-tested with 30 students from a school with similar characteristics (Sudaryana & Agusiady, 2022). Item validity was examined using item-total correlation, with a correlation coefficient threshold of greater than 0.30. All items were found to be valid, with correlation coefficients ranging from 0.42 to 0.78 for the variable of understanding learning concepts and from 0.40 to 0.81 for the variable of learning motivation. Reliability analysis using Cronbach's Alpha yielded coefficients of 0.87 for the understanding of learning concepts variable and 0.85 for the learning motivation variable, indicating that the instruments demonstrated satisfactory internal consistency and were therefore considered reliable.

**Table 3.** Results of the Research Instrument Pilot Testing

Variable	Number of Items	Item Total Correlation Range	Cronbach's Alpha
Understanding of Learning Concepts (X)	18	0.42–0.78	0.87
Learning Motivation (Y)	16	0.40–0.81	0.85

The study was conducted at SMA Integral Hidayatullah Batam. Subsequently, participants were provided with an explanation of the research objectives and procedures and were asked to give voluntary informed consent prior to participation. The questionnaire was administered anonymously to ensure the confidentiality of respondents' identities and data, and all collected data were used solely for academic purposes (Moleong, 2022).

Data analysis was performed using SPSS version 26 (Nabella et al., 2022). The analysis began with descriptive statistics to obtain mean and standard deviation values. Subsequently, statistical assumption tests were conducted, including the Kolmogorov-Smirnov normality test, which yielded a significance value of  $p = 0.200$  ( $> 0.05$ ), and the linearity test, which resulted in  $p = 0.001$  ( $< 0.05$ ), indicating that the data met the assumptions required for parametric analysis (Duli, 2020). The main analyses were carried out using Pearson correlation to examine the relationship between variables and simple linear regression to determine the contribution of students' understanding of the learning concept in Surah Al-'Alaq verses 1–5 to their learning motivation (Creswell, 2020).

## Results and Discussion

### Results

Descriptive analysis was conducted to examine the distribution of scores for students' understanding of the learning concept in Surah Al-'Alaq verses 1–5 and their learning motivation. Score categorization employed an interval-based Likert scale approach with a score range of 1.00–5.00, which was divided into five categories: 1.00–1.80 (very low), 1.81–2.60 (low), 2.61–3.40 (moderate), 3.41–4.20 (high), and 4.21–5.00 (very high). This

approach was selected because it is consistent with the instrument's measurement scale and facilitates clear and consistent interpretation of the results.

The analysis revealed that the mean score for understanding the learning concept of Surah Al-'Alaq verses 1-5 was 4.02 (SD = 0.45), which falls within the high category. Meanwhile, students' learning motivation yielded a mean score of 3.95 (SD = 0.50), which also corresponds to the high category.

**Table 4.** Descriptive Statistics of Research Variables

Variable	N	Mean	SD	Category
Understanding of Learning Concepts Based on the Qur'an (X)	90	4.02	0.45	Tinggi
Learning Motivation (Y)	90	3.95	0.50	Tinggi

Overall, the results presented in Table 4 indicate that students' understanding of the learning concept of Surah Al-'Alaq verses 1-5 falls within the high category and demonstrates a positive and significant relationship with students' learning motivation. Prior to conducting correlation and regression analyses, the data were tested to ensure that they met the assumptions required for parametric statistical analysis, including normality and linearity tests. Normality was examined using the Kolmogorov-Smirnov test, while linearity was assessed through the ANOVA test.

**Table 5.** Results of Statistical Assumption Testing

Assumption Test	Statistic	Sig. Value (p)	Criterion	Decision
Normality (K-S)	0.067	0.200	$p > 0.05$	Normal
Linearity (X-Y)	F = 56.21	0.001	$p < 0.05$	Linear

The assumption tests indicated that the data were normally distributed and that the relationship between variables, Understanding of Learning Concepts Based on the Qur'an (X) and Learning Motivation (Y), was linear, thereby meeting the requirements for Pearson correlation and simple linear regression analyses. Pearson correlation analysis was conducted to examine the relationship between students' understanding of the learning concept of Surah Al-'Alaq verses 1-5 and their learning motivation. The results showed a correlation coefficient of  $r = 0.63$  with a significance value of  $p < 0.001$ , indicating a positive and statistically significant relationship with a moderate to strong effect size.

Simple linear regression analysis was employed to determine the contribution of students' understanding of the learning concept of Surah Al-'Alaq verses 1-5 to their learning motivation. The results revealed a coefficient of determination of  $R^2 = 0.40$ , indicating that the understanding of the learning concept explained 40% of the variance in students' learning motivation, while the remaining 60% was accounted for by other variables outside the research model.

The regression coefficient yielded a standardized beta value of  $\beta = 0.63$ , with  $t = 7.89$  and  $p < 0.001$ , indicating that an increase in students' understanding of the learning concept was statistically associated with an increase in their learning motivation scores.

**Table 6.** Simple Linear Regression Results

Model	R	R <sup>2</sup>	$\beta$	t	Sig. (p)
X → Y	0,63	0,40	0,63	7,89	0,000

The determination result of  $R^2 = 0.40$  indicates that understanding the concept of learning explains 40% of the variance in students' learning motivation, while the remaining 60% is influenced by other factors.

Overall, the results of the analysis indicate that students' understanding of the learning concept of Surah Al-'Alaq verses 1-5 falls within the high category and demonstrates a positive and significant relationship with students' learning motivation. The regression model explains a moderate proportion of variance, which is consistent with the characteristics of a correlational research design.

The descriptive results show that both the understanding of the learning concept and students' learning motivation are in the high category. The Pearson correlation test revealed a significant and strong relationship ( $r = 0.63$ ;  $p < 0.001$ ), indicating that the higher the students' understanding of the learning concept in Surah Al-'Alaq verses 1-5, the higher their learning motivation. The regression analysis supports this result, with the variable of understanding the learning concept contributing 40% to the variance in students' learning motivation.

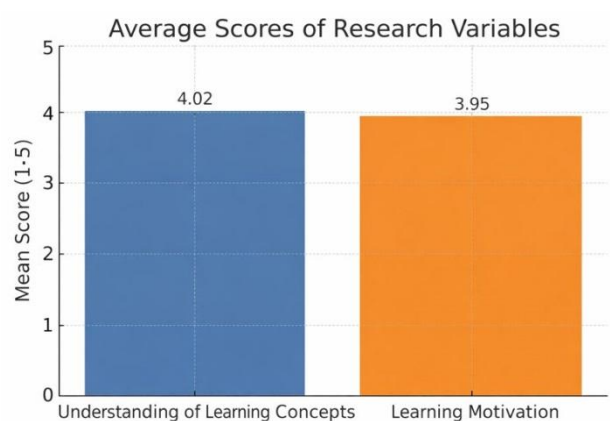


Figure 1. Bar Chart

Figure 1 is a bar chart illustrating the average scores of the research variables: understanding the concept of learning (4.02) and learning motivation (3.95), both of which fall into the high category. This finding reinforces previous research that also identified a positive relationship between religiosity and students' learning motivation. However, this study makes a new contribution by focusing specifically on the understanding of Surah Al-'Alaq verses 1-5 from the perspective of Quraish Shihab's tafsir, which has rarely been examined quantitatively.

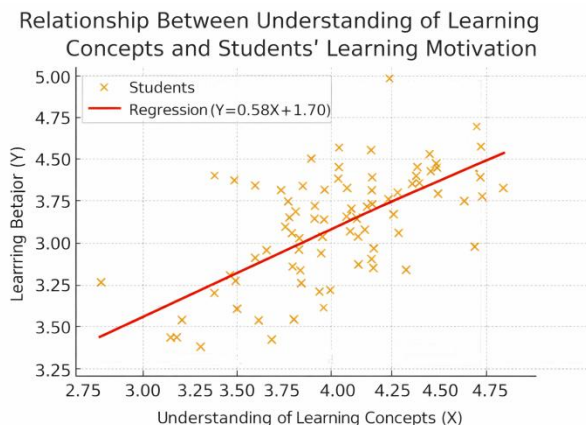


Figure 2. Scatter Plot Learning Concepts and Learning Motivation

Figure 2 presents a scatter plot with a regression line illustrating the relationship between understanding the concept of learning (X) and students' learning motivation (Y). The data points represent the research respondents, while the red line depicts the linear regression equation. It can be seen that the higher the students' scores in understanding the learning concept, the higher their learning motivation. This pattern confirms a significant positive correlation between the two variables.

These results are consistent with the Pearson correlation coefficient ( $r = 0.63$ ;  $p < 0.001$ ), which indicates a fairly strong relationship, as well as the coefficient of determination ( $R^2 = 0.40$ ), which shows that understanding the learning concept explains 40% of the variance in students' learning motivation. Thus, the understanding of the learning concept from Surah Al-'Alaq verses 1-5 makes an important contribution to students' learning motivation at SMAIH Batam.

This finding supports previous studies that revealed how understanding religious values in learning contributes to increased motivation. However, this study offers a new contribution by focusing specifically on the understanding of the learning concept from Surah Al-'Alaq verses 1-5 in the perspective of Quraish Shihab's tafsir, which has rarely been examined quantitatively.

## Discussion

### The Relationship between Understanding the Learning Concept of Surah Al-'Alaq (1-5) and Learning Motivation

The results of this study indicate that students' understanding of the learning concept of Surah Al-'Alaq verses 1-5 is positively and significantly associated with the learning motivation of students at SMA Integral Hidayatullah Batam, accounting for 40% of the variance. This finding suggests that the better students understand the Qur'anic learning concept embedded in the command *iqra'*, the higher their learning motivation tends to be. The strength of this relationship falls within the moderate-to-strong category, indicating that an understanding of Qur'an-based learning meanings constitutes a relevant factor in the dynamics of students' learning motivation, particularly in the context of Islamic senior high schools such as SMAIH Batam.

This finding is consistent with previous studies reporting that religious values and religiosity are positively associated with students' learning motivation (Habibi, 2024). However, the primary distinction of this study lies in the construct-based approach employed. Whereas prior research generally relied on broad and global indicators of religiosity, this study specifically operationalizes a Qur'anic learning concept derived from Surah Al-'Alaq verses 1-5 based on Tafsir Al-Mishbah by M. Quraish Shihab (Nasihin, Ainol, & Khumaidi, 2023). Consequently, the identified relationship is conceptually more focused and explicitly grounded in a particular Qur'anic text.

The coefficient of determination ( $R^2 = 0.40$ ) indicates that understanding Qur'anic learning concepts explains 40% of the variation in students' learning motivation. This value is considered moderate and reasonable in educational research employing a correlational design, particularly when examining psychological and spiritual-value variables. The finding demonstrates that understanding the learning concept of Surah Al-'Alaq represents an important factor associated with learning motivation, although it is not the sole determinant.

The remaining 60% of unexplained variance is likely influenced by various other factors. These factors may include the quality of teacher-student interactions, instructional strategies and methods, family support, digital learning environments, as well as individual psychological factors such as academic interest, self-regulation, self-

efficacy, and students' emotional conditions. This reinforces the view that learning motivation is a multidimensional phenomenon shaped through the interaction of pedagogical, psychological, social, and value-based aspects.

Conceptually, the relationship between understanding the learning concept of Surah Al-'Alaq and learning motivation can be explained through the perspective of Tafsir Al-Mishbah. Quraish Shihab interprets the command iqra' not merely as the act of reading texts, but as a learning process encompassing understanding, reflection, and the development of intellectual and spiritual potential. Within this framework, learning is understood as a conscious activity connected to divine values (rabbaniyyah), thereby fostering an internal drive for continuous learning and self-improvement.

An integrated understanding of learning that combines intellectual and spiritual dimensions tends to cultivate more stable and sustainable intrinsic motivation. Students do not learn solely due to external demands such as examinations or grades, but also because of an awareness that learning constitutes an act of worship and a trust bestowed by Allah. Therefore, the relationship identified in this study can be interpreted as an association between the internalization of Qur'anic values and students' internal motivation to learn.

From a practical perspective, the findings of this study have important implications for the development of Islamic Education (PAI) learning in Islamic senior high schools. PAI teachers can develop instructional modules that emphasize the comprehensive meaning of iqra', not limited to reading the Qur'an textually, but also involving understanding, reflection, and the application of knowledge to students' real-life contexts. Such an approach has the potential to enhance the meaningfulness of learning and strengthen students' intrinsic motivation.

Furthermore, Islamic Education instruction can be enriched through reflection-based and Qur'an-oriented goal-setting strategies, for example, by encouraging students to formulate learning goals as part of their religious responsibility and personal development. These strategies can help students perceive learning as valuable and relevant to their lives. Teachers may also explicitly integrate efforts to strengthen self-efficacy by demonstrating the relationship between Qur'anic values, academic competence, and students' future roles.

Nevertheless, the findings of this study should be interpreted with methodological caution. The correlational research design does not allow for direct causal inference. Therefore, the term "influence" in this context should be understood as referring to a statistical relationship or association, rather than a definitive causal relationship. This clarification is essential to ensure that the interpretation of the findings remains within appropriate methodological boundaries.

Overall, the results of this study indicate that understanding the learning concept of Surah Al-'Alaq verses 1-5 has a meaningful relationship with the learning motivation of students at SMAIH Batam. The findings not only reinforce conceptual discussions regarding the educational values of Surah Al-'Alaq but also provide quantitative empirical evidence of the relevance of Qur'anic learning concepts in the context of Islamic secondary education. Accordingly, this study opens opportunities for the development of Islamic learning models that are more meaning-oriented, reflective, and grounded in the internalization of Qur'anic values, while also serving as a foundation for future multivariate and experimental research.

## **The Meaning of the Coefficient of Determination ( $R^2 = 0.40$ ) and Other Potential Influencing Factors**

The regression analysis results indicate a coefficient of determination of  $R^2 = 0.40$ , meaning that students' understanding of the learning concept of Surah Al-'Alaq verses 1–5 explains 40% of the variance in learning motivation among students at SMA Integral Hidayatullah Batam. Statistically, this value reflects a substantial contribution within the context of educational research, particularly studies involving psychological and spiritual-value constructs. This finding suggests that Qur'anic learning concepts play a meaningful role in explaining differences in students' levels of learning motivation.

An  $R^2$  value of 0.40 is considered moderate and realistic for correlational research in education. Learning motivation is a complex variable influenced by multiple interacting factors and is therefore rarely explained predominantly by a single predictor. Accordingly, a contribution of 40% can be viewed as a strong model performance, while also indicating that understanding Qur'anic learning concepts represents an important determinant but not the sole factor shaping students' learning motivation.

The substantive meaning of this  $R^2$  value lies in the significant association between the internalization of Qur'anic learning values, as embedded in Surah Al-'Alaq verses 1–5, and students' learning motivation. Understanding the command *iqra'* as a learning process that integrates cognitive, spiritual, and applicative dimensions contributes to the development of intrinsic motivation. Students who perceive learning as meaningful and as an act of worship tend to demonstrate stronger and more stable learning motivation.

Nevertheless, 60% of the variance in learning motivation remains unexplained by the research model. This indicates that students' learning motivation at SMAIH Batam is influenced by various factors beyond their understanding of the learning concept derived from Surah Al-'Alaq. This finding reinforces the view that learning motivation is multidimensional, formed through complex interactions among personal, pedagogical, social, and contextual factors.

One potential influencing factor is the quality of teacher–student interactions. Positive, supportive, and communicative relationships between teachers and students can enhance students' sense of security, engagement, and self-confidence in learning. Even when students possess a strong understanding of Qur'anic values, their learning motivation may decline if classroom interactions are unsupportive, authoritarian, or lack student participation.

In addition, instructional strategies and teaching methods may account for part of the variance in learning motivation. Monotonous, decontextualized, and non-reflective instructional practices may hinder students' motivation, even when they normatively understand the meaning of learning. Conversely, active, reflective, and contextually relevant teaching strategies can strengthen the influence of Qur'anic learning concepts on students' learning motivation.

Family support and the social environment also play a significant role in shaping students' learning motivation. Families that provide emotional support, value the learning process, and model religious values can reinforce students' internalization of Qur'anic learning concepts (Japilan, Muhamad, & Saili, 2024). Conversely, limited family support or adverse social pressures may weaken students' learning motivation, even when their understanding of Qur'anic values is relatively strong.

In the contemporary context, the digital learning environment has become another important factor influencing students' motivation. Access to technology, social media, and digital content may function either as a motivator or a distraction. Without adequate self-regulation, digital distractions can reduce students' focus and persistence in learning, thereby affecting motivation beyond the influence of Qur'anic learning concepts.

Individual psychological factors such as academic interest, self-regulation, self-efficacy, and emotional conditions are also important variables contributing to learning motivation. Students who believe in their own abilities and are able to manage their emotions and study time effectively tend to exhibit higher motivation. Therefore, understanding Qur'anic learning concepts should be viewed as part of a broader motivational system rather than as a standalone factor.

Overall, the  $R^2$  value of 0.40 indicates that understanding the learning concept of Surah Al-'Alaq verses 1–5 makes a significant yet partial contribution to students' learning motivation at SMAIH Batam. This finding underscores the importance of integrating Qur'anic values into instructional practices while simultaneously highlighting the need for more comprehensive research models. Future studies are recommended to develop multivariate models incorporating pedagogical, psychological, and contextual factors, as well as to employ experimental or quasi-experimental designs to examine the causal effects of Surah Al-'Alaq-based learning interventions on students' learning motivation more rigorously.

### Conceptual Explanation Based on Tafsir Al-Mishbah

Tafsir Al-Mishbah positions Surah Al-'Alaq verses 1–5 as the epistemological foundation of Islamic education through the command *iqra'*, which is understood not merely as reading texts, but as a conscious process of acquiring, processing, and developing knowledge. Quraish Shihab emphasizes that *iqra'* represents an intellectual activity oriented toward meaning-making, reflection, and the internalization of values. In the context of this study, students' understanding of *iqra'* is positively associated with learning motivation, as learning is perceived as an existential need rather than merely an academic requirement.

The *iqra'* dimension in Tafsir Al-Mishbah highlights learning as an active and personal endeavor. The command to read is not limited to specific objects but is open to all phenomena of life. This perspective aligns with the study's findings, which indicate that students at SMAIH Batam with a high level of understanding of Qur'anic learning concepts demonstrate stronger learning motivation. Conceptually, active learning awareness fosters intrinsic motivation because students feel personally engaged in the process of knowledge-seeking.

Quraish Shihab interprets the second and third verses of Surah Al-'Alaq as reinforcing the relationship between humans, knowledge, and God. Knowledge is understood as a divine gift acquired through the process of learning. This perspective frames learning as an act of worship (*rabbaniyyah*), which psychologically enhances learning motivation. The high mean scores for students' understanding of Qur'anic learning concepts indicate that students have internalized this spiritual dimension as a driving force for learning.

The concept of *ta'lim* in Tafsir Al-Mishbah underscores the importance of teaching as a process of value transmission and transformation. Quraish Shihab views teaching not merely as the delivery of information, but as guidance toward intellectual and moral awareness. The study's findings show that students' positive perceptions of the learning process and the teacher's role are associated with higher learning motivation, as teachers are positioned as facilitators of meaning rather than mere transmitters of content.

The *akram* dimension in Surah Al-'Alaq verse 3 emphasizes that Allah is the source of honor, including honor attained through knowledge. In Tafsir Al-Mishbah, *akram* is interpreted as a transcendental drive linking knowledge with moral values and life purposes. Conceptually, internalizing this value strengthens learning motivation because students view learning as a pathway to personal dignity rather than merely academic achievement. This interpretation is consistent with regression results showing a

significant contribution of Qur'anic learning concept understanding to students' motivation.

Surah Al-'Alaq verses 4–5 introduce the concept of *qalam*, which in Tafsir Al-Mishbah symbolizes literacy, scholarly tradition, and the continuity of knowledge. (Munandar & Amin, 2023). *Qalam* represents not only a writing instrument but also a system of learning and knowledge transmission. Students' understanding of this dimension fosters awareness of lifelong learning, which is empirically reflected in the high learning motivation scores among SMAIH Batam students.

Integratively, Tafsir Al-Mishbah conceptualizes learning as a holistic process combining cognitive, spiritual, and applicative dimensions. This framework aligns with the operationalization of the Qur'anic learning concept in this study. The positive correlation found ( $r = 0.63$ ) can be interpreted as a reflection of students' internalization of this holistic learning concept, wherein motivation emerges from a comprehensive understanding of the meaning and purpose of learning.

From the perspective of Islamic educational psychology, Tafsir Al-Mishbah provides a conceptual foundation for the development of intrinsic motivation. When learning is understood as worship and a divine trust, students' motivation becomes less dependent on external factors such as examinations or punishment. This interpretation is relevant to the preliminary findings of this study, which revealed weak intrinsic motivation among some students, and explains why understanding Qur'anic learning concepts is positively associated with learning motivation. (Yasin, Husna, & Kamaria, 2024).

The coefficient of determination ( $R^2 = 0.40$ ) indicates that although Tafsir Al-Mishbah offers a strong conceptual foundation, learning motivation is still influenced by other factors. Nevertheless, a 40% contribution demonstrates that learning concepts derived from Qur'anic interpretation constitute an important component within the broader motivational ecosystem. This finding confirms the relevance of Tafsir Al-Mishbah as an applicable conceptual source for formal Islamic education.

Overall, Tafsir Al-Mishbah provides a conceptual framework that bridges revelation, learning processes, and students' internal motivation. The findings from SMAIH Batam empirically support Quraish Shihab's view that the command *iqra'* cultivates sustainable and meaningful learning awareness. Consequently, integrating Tafsir Al-Mishbah into instructional practices not only enriches the normative dimension of Islamic education but also has the potential to strengthen students' learning motivation in a tangible and measurable manner.

### **Practical Implications for Islamic Education Learning**

The findings of this study demonstrate that the positive and significant relationship between understanding the learning concept of Surah Al-'Alaq verses 1–5 and students' learning motivation carries important practical implications for the development of Islamic Education (PAI) learning at SMAIH Batam. These results affirm that strengthening students' learning motivation can be achieved not only through general pedagogical approaches but also through the internalization of Qur'anic values that provide spiritual meaning and purpose to learning activities.

The first implication concerns the design of PAI instructional materials and modules. PAI teachers can develop learning modules that emphasize the comprehensive meaning of *iqra'*, not limited to reading Qur'anic texts, but also involving understanding, interpretation, and connecting knowledge with students' real-life contexts. Such modules encourage students to perceive learning as a meaningful activity relevant to their personal, social, and religious lives.

The second implication relates to reflective learning strategies. Given the finding that understanding Qur'anic learning concepts is associated with intrinsic motivation, PAI teachers can integrate reflection activities based on Surah Al-'Alaq into classroom instruction. For example, students may be guided to reflect on learning as a divine trust, write reflective journals about their learning experiences, and relate acquired knowledge to moral and spiritual values.

The third implication is the application of Qur'an-based goal-setting strategies. Teachers can assist students in formulating short- and long-term learning goals grounded in Surah Al-'Alaq verses 1–5, ensuring that learning objectives extend beyond academic achievement to encompass personal development and religious responsibility. This strategy has the potential to enhance students' sense of ownership over their learning process and strengthen intrinsic motivation.

The fourth implication involves strengthening students' self-efficacy in PAI learning. The study shows that understanding Qur'anic learning concepts correlates with learning motivation, one component of which is self-belief. PAI teachers can reinforce students' self-efficacy by providing positive feedback and emphasizing that learning abilities are divine gifts that can be developed through effort and perseverance, as implied in the meanings of *iqra'* and *qalam*.

The fifth implication highlights the role of teachers as facilitators of meaning, rather than merely content deliverers. PAI teachers at SMAIH Batam should position themselves as mentors who help students understand learning holistically, connect knowledge with Qur'anic values, and cultivate awareness that learning is part of worship. This approach is consistent with Tafsir Al-Mishbah, which emphasizes the integration of intellectual and spiritual dimensions in learning. (Faridah & Rizqi, 2025).

The sixth implication emphasizes the need to integrate PAI learning with students' life contexts, including the challenges of the digital era. Recognizing that learning motivation is partly influenced by external factors, PAI teachers can relate the learning concepts of Surah Al-'Alaq to responsible technology use, digital literacy, and the ethical application of knowledge. This approach helps students perceive the relevance of Qur'anic values in navigating modern learning realities.

Overall, the practical implications of this study indicate that PAI learning at SMAIH Batam holds significant potential to enhance students' learning motivation when designed to be meaningful, reflective, and grounded in the internalization of Qur'anic values. Integrating the learning concepts of Surah Al-'Alaq verses 1–5 into instructional materials, strategies, and classroom interactions not only enriches students' cognitive development but also fosters more sustainable intrinsic motivation. Consequently, these findings provide a foundation for developing more contextual, humanistic, and spiritually grounded PAI instructional practices.

## Conclusion

The findings of this study indicate a positive and significant association between students' understanding of Qur'anic learning concepts and their learning motivation, with a moderate to strong correlation. This result suggests that higher levels of understanding of *iqra'* as a learning command encompassing cognitive, spiritual, and applicative dimensions are associated with higher levels of students' learning motivation. Accordingly, Qur'anic learning concepts may be regarded as an important factor associated with the strengthening of learning motivation among Islamic senior high school students. It also implies that learning motivation is a multidimensional phenomenon that cannot be explained by a single variable, but rather emerges from the interaction of pedagogical, psychological, social, and contextual factors. Therefore, the

results of this study should be interpreted as part of a broader understanding of the dynamics underlying students' learning motivation.

Several limitations of this study should be acknowledged. First, the correlational research design limits causal inference; thus, the relationship identified in this study should be interpreted as a statistical association rather than a definitive causal effect. Second, the study was conducted in a single Islamic senior high school with a relatively limited sample size, which may restrict the generalizability of the findings to other educational contexts. Third, the research model did not include other theoretically relevant variables, such as teaching strategies, teacher-student interaction quality, family support, digital learning environments, and individual psychological factors, including self-regulation and emotional states, which may also contribute to students' learning motivation.

Despite these limitations, the findings offer practical implications for teaching and learning practices in Islamic senior high schools. First, teachers of Islamic Education are encouraged to design learning activities that emphasize the comprehensive meaning of *iqra'*, not merely as textual reading, but as a process of understanding, reflection, and the integration of knowledge with students' personal development and religious responsibility. Second, teachers may integrate reflective practices and Qur'an-based goal-setting strategies derived from Surah Al-'Alaq verses 1–5 to enhance students' self-efficacy and perceived relevance of learning, particularly within the context of Islamic Education. Such practices may help students view learning as meaningful, purposeful, and aligned with their religious values.

Subsequent studies may employ multivariate models by incorporating additional pedagogical and psychological variables to obtain a more comprehensive explanation of the factors associated with students' learning motivation in Islamic educational settings. Additionally, another study is encouraged to adopt experimental or quasi experimental designs, particularly through the implementation of Qur'an based instructional interventions grounded in Surah Al-'Alaq verses 1–5, to examine the causal impact of Qur'anic learning concepts on students' learning motivation and academic outcomes more rigorously.

To conclude, this study contributes empirically to the field of Islamic education by demonstrating that students' understanding of Qur'anic learning concepts, when operationalized in a measurable form, is meaningfully associated with learning motivation. The findings are expected to serve as a reference for educators, curriculum developers, and future researchers in designing Islamic Education learning models that are more reflective, value-based, and grounded in the internalization of Qur'anic teachings.

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