



The Effect of Achievement Motivation to student's Learning Activities

Rafizah Fania¹, Afrianto², Set Ummi³

¹Islamic Boarding School Shine Al Falah, Padang, Indonesia

²Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

³Norton University, Cambodia

✉ rafiza060203@gmail.com*

Article Information:

Received 21th October, 2025

Revised 19th November, 2025

Accepted 25th December, 2025

Keywords: *Achievement motivation, Learning activities, Akidah Akhlak, Islamic education, Student engagement*

Abstract

This study aims to examine the effect of achievement motivation on students' learning activities in Akidah Akhlak instruction. The research employed a quantitative approach using correlational ex post facto design. The population consisted of all Grade VIII students at MTs Swasta Al-Falah in the 2024/2025 academic year, totaling 100 students, of whom 90 were included as research respondents using a total sampling technique after instrument testing. Data were collected through structured Likert-scale questionnaires measuring achievement motivation and learning activities and were analyzed using descriptive statistics and simple linear regression. The results indicate that students' achievement motivation and learning activities are both categorized as high, and regression analysis shows that achievement motivation has a positive and statistically significant effect on learning activities. These findings imply that strengthening students' achievement motivation can support more active engagement in Akidah Akhlak learning. The study contributes to understanding motivational factors in Islamic moral education and suggests that instructional strategies should integrate motivational and value-based approaches to enhance meaningful learning.

How to Cite : Rafizah F, Afrianto, Set U. (2026), The Effect of Achievement Motivation to student's Learning Activities. Ri'ayatu al-Qur'an: Jurnal Pendidikan Islam, 8 (1) 36-43

e-ISSN : 3026-4758

Published by : The Institute for Research and Community Service

INTRODUCTION

Learning activities constitute a central dimension of effective educational processes, as they reflect students' cognitive, behavioral, and emotional engagement in classroom instruction. Contemporary learning theories emphasize that meaningful learning does not occur through passive reception of information but through active participation, interaction, and sustained mental effort on the part of learners. In this context, students' internal psychological factors play a decisive role in shaping how they engage with instructional tasks. Among these factors, achievement motivation has been widely recognized as a key driver influencing learners' willingness to invest effort, persist in challenging situations, and take responsibility for their learning processes. Recent studies in educational psychology indicate that motivation operates as a regulatory mechanism that activates learners' engagement and self-directed behavior during instructional activities (Dörnyei & Ryan, 2015; Zimmerman, 2018).

Despite the acknowledged importance of achievement motivation, educational practice, particularly in moral and religious education, continues to face challenges related to students' low participation and limited classroom engagement. Subjects such as Akidah Akhlak are intended to foster both cognitive understanding and moral internalization; however, they are often perceived as abstract or less interactive, which may reduce students' learning involvement. This situation highlights the urgency of examining motivational factors that can enhance students' active participation in learning. From a pedagogical perspective, fostering achievement motivation is increasingly regarded as a strategic means of developing engaging learning environments, especially in secondary education where students undergo significant psychological and social changes. Empirical research shows that motivated learners demonstrate greater attentional focus, task persistence, and classroom participation, all of which support deeper learning and value formation (Reeve, 2016; Guthrie et al., 2017).

From a theoretical standpoint, research on achievement motivation has primarily drawn upon expectancy–value theory and self-determination theory to explain how learners' beliefs, goals, and intrinsic orientations influence educational outcomes. Nevertheless, much of the existing literature emphasizes achievement motivation in relation to academic performance indicators, such as grades and test results, rather than viewing learning activities as a core process variable. Studies that examine learning activities frequently position them as mediators rather than direct outcomes, leaving limited empirical evidence on how motivation directly shapes engagement behaviors in classroom contexts. Furthermore, research situated in Islamic education settings remains underrepresented, despite the pedagogical emphasis on integrating cognitive learning with moral and spiritual development. By focusing on learning activities as the main outcome variable and examining achievement motivation as a direct predictor in Akidah Akhlak instruction, this study contributes to broadening motivational theory within a moral–religious educational framework (Linnenbrink-Garcia et al., 2016; Reeve & Tseng, 2019).

Based on these considerations, this research aims to examine the influence of achievement motivation on students' learning activities in Akidah Akhlak instruction at the junior secondary school level. Specifically, the study seeks to describe students' levels of achievement motivation and learning activities and to

analyze the extent to which achievement motivation contributes to active learning behavior. Through this focus, the study is expected to enrich the empirical literature on motivation and engagement while offering pedagogical insights for designing Akidah Akhlak instruction that promotes active participation, reflection, and moral internalization (Kahu & Nelson, 2018; Blegur et al., 2021).

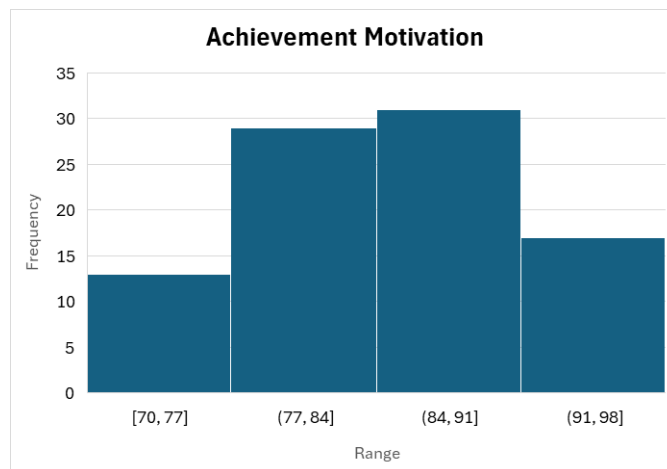
METHODS

This study employed a quantitative approach using a correlational ex post facto design to examine the relationship between achievement motivation and learning activities without experimental manipulation. The research was conducted at MTs Swasta Al-Falah during the 2024/2025 academic year. The population consisted of Grade VIII students totaling 100 students. Of this population, 10 students were used for instrument testing to assess validity and reliability, while the remaining 90 students were included as research respondents. The respondents were selected using a total sampling technique, ensuring that all eligible students were represented in the study. Achievement motivation was treated as the independent variable, and learning activities functioned as the dependent variable.

Data were collected using structured Likert-scale questionnaires designed to measure both variables. Achievement motivation was assessed through indicators of effort, persistence, and goal orientation, while learning activities encompassed students' visual, oral, listening, writing, mental, and emotional engagement during instruction. Descriptive analysis was conducted by calculating mean scores, which were interpreted using predetermined score classification intervals. Achievement motivation scores were classified as very high (92–98), high (85–91), low (78–84), and very low (70–77). Learning activities scores were classified as very high (60–64), high (55–59), low (50–54), and very low (45–49). Inferential analysis was performed using simple linear regression to examine the effect of achievement motivation on learning activities, with statistical significance determined at a predefined alpha level.

FINDINGS AND DISCUSSION

Achievement Motivation. Achievement motivation in this study refers to students' internal drive to achieve academic success, reflected through their effort, persistence, and willingness to engage in learning tasks. This variable was measured using a structured questionnaire administered to all respondents, and



the resulting scores were analyzed descriptively to examine the distribution and central tendency of students' achievement motivation.

Figure : 1. Distribution of achievement motivation scores (X)

Figure 1 presents the distribution of students' achievement motivation scores. The histogram shows that the scores are distributed across four class intervals, with the highest frequency observed in the 84–91 range ($n = 31$), followed by the 77–84 range ($n = 29$). A smaller number of students fall within the 70–77 interval ($n = 13$), while 17 students are located in the 91–98 interval. The overall distribution indicates that most respondents are concentrated in the upper score intervals.

Descriptive statistical analysis shows that the mean score of achievement motivation is 85.08. Based on the established score classification criteria, this mean value is categorized as high.

Learning Activities. Learning activities in this study refer to students' observable and mental engagement during the learning process, including visual, oral, listening, writing, mental, and emotional activities exhibited in classroom instruction.

Figure 2 illustrates the distribution of students' learning activities scores. The histogram shows that the highest frequency is found in the 55–60 interval ($n = 33$), followed by the 50–55 interval ($n = 25$). A total of 20 students are located in the 45–50 interval, while the smallest number of respondents appear in the 60–65 interval ($n = 12$). The scores are therefore distributed across the defined class intervals, with most respondents concentrated in the middle to upper ranges.

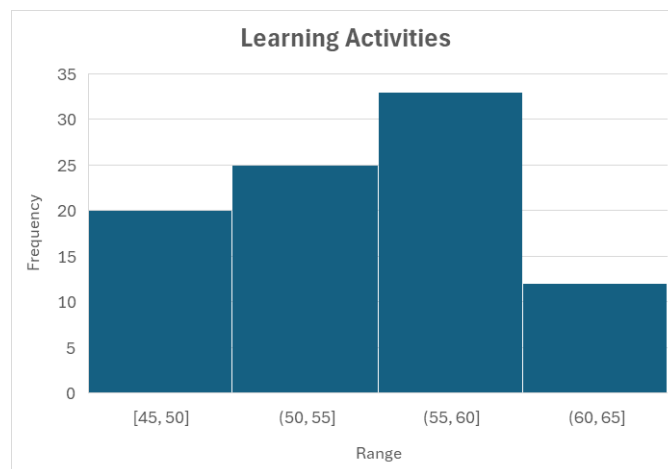


Figure: 2. Distribution of learning activities scores (Y)

The mean score of learning activities is 55.02. Based on the predetermined score classification criteria, this mean value falls within the high category. This classification is subsequently used to support further inferential analysis involving learning activities as the dependent variable.

Regression Analysis. A simple linear regression analysis was performed to examine the relationship between achievement motivation and learning activities. The results of the regression analysis are summarized in a single synthesized table that presents the model fit statistics, analysis of variance, and regression coefficients. The regression model shows a positive linear relationship between

achievement motivation and learning activities, with a Multiple R value of 0.68. The coefficient of determination ($R^2 = 0.46$) indicates that achievement motivation explains 46% of the variance in learning activities, while the adjusted R^2 value of 0.45 reflects a stable model after adjusting for sample size. The standard error of the estimate is 3.45, based on 90 observations.

The ANOVA results demonstrate that the regression model is statistically significant, as indicated by an F value of 74.16 with a significance level of $p < .001$. The regression coefficient for achievement motivation is positive ($B = 0.46$) with a standard error of 0.05 and a t value of 8.61, which is statistically significant ($p < .001$).

The intercept value is 15.62 ($p < .001$). These values form the regression equation: $Y = 15.62 + 0.46X$.

Table: 1. Regression results for achievement motivation predicting learning

| Component | activities (X) | Statistic |
|----------------------------|----------------|-----------|
| Multiple R | | 0.68 |
| R Square (R^2) | | 0.46 |
| Adjusted R^2 | | 0.45 |
| Standard Error of Estimate | | 3.45 |
| Observations (N) | | 90 |
| F value | | 74.16 |
| Significance (p) | | < |
| .001 | | |
| Intercept (B) | | 15.62 |
| Achievement Motivation (B) | | 0.46 |
| Standard Error (X) | | 0.05 |
| t value (X) | | 8.61 |
| 95% CI for B (X) | | 0.36 - |
| 0.57 | | |

Figure 3 presents a scatterplot of achievement motivation and learning activities with a fitted regression line, visually illustrating the positive linear relationship between the two variables across the observed score range.

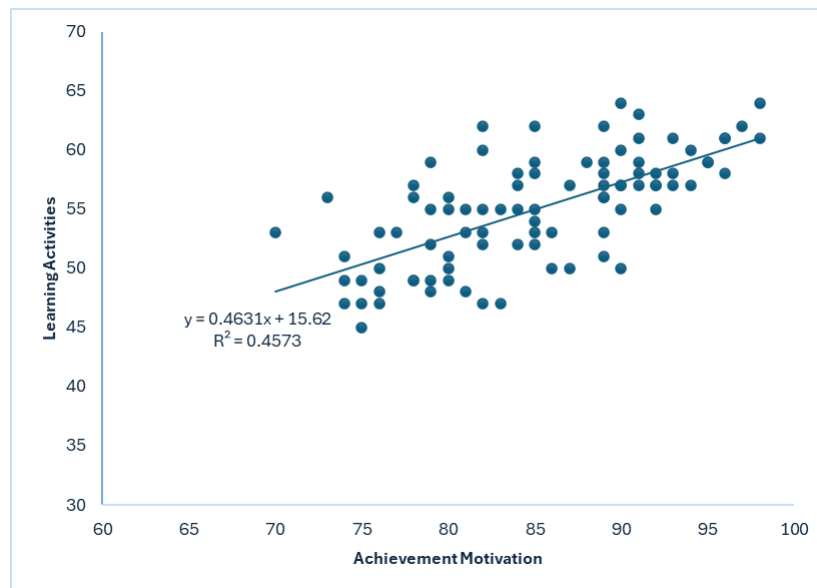


Figure : 3. Scatterplot of achievement motivation and learning activities with fitted regression line

Discussion. The findings of this study demonstrate that achievement motivation has a statistically significant and substantive influence on students' learning activities. The regression results indicate that achievement motivation explains a considerable proportion of variance in learning activities, confirming that motivation functions not only as an internal psychological construct but also as a determinant of observable learning behavior. This finding aligns with contemporary motivational theories, which emphasize that motivated learners are more likely to allocate cognitive resources, sustain effort, and engage actively in learning tasks. When students possess strong achievement motivation, they tend to demonstrate higher persistence, attentiveness, and participation during instructional activities, thereby enhancing the overall quality of the learning process (Ryan & Deci, 2020; Schunk & DiBenedetto, 2020; Eccles & Wigfield, 2020).

The results further reinforce the view that learning activities should be understood as process-oriented outcomes shaped by motivational dynamics. Previous empirical studies have predominantly examined achievement motivation in relation to academic achievement or performance indicators, such as grades and test scores. By contrast, this study positions learning activities as the primary dependent variable, thereby extending the motivational learning literature toward engagement-based outcomes. This approach is consistent with recent educational research that highlights student engagement as a critical mediator between motivation and learning success. Active learning behaviors—such as participation, questioning, and sustained attention—serve as mechanisms through which motivation is translated into meaningful learning experiences (Fredricks et al., 2019; Hidi & Renninger, 2019; Benabou et al., 2018).

In the context of Akidah Akhlak instruction, the findings hold particular significance. Moral and religious education requires not only cognitive comprehension but also continuous engagement and internalization of values. The

positive association between achievement motivation and learning activities suggests that motivational enhancement can support the active involvement necessary for moral development. When students are motivated to achieve, they are more inclined to engage deeply with learning content, reflect on moral concepts, and participate actively in classroom interactions. This supports pedagogical perspectives that advocate motivation-centered instructional strategies as a foundation for effective character education. Consequently, strengthening achievement motivation through supportive learning environments, goal-oriented instruction, and constructive feedback may contribute to both improved learning engagement and holistic student development in Islamic education settings (Wentzel, 2017; Jang et al., 2016; Niemiec & Ryan, 2020).

CONCLUSION

This study underscores the importance of achievement motivation in encouraging active learning within Akidah Akhlak instruction. The findings indicate that students with higher levels of achievement motivation tend to participate more actively in learning activities, a condition that is essential for Akidah Akhlak as a subject aimed at cultivating faith, moral awareness, and ethical behavior alongside cognitive understanding. Active engagement enables students to internalize values more deeply rather than merely acquiring doctrinal knowledge. Looking ahead, these findings suggest that future instructional and research efforts should not be limited to enhancing achievement motivation alone, but should also consider the intrinsic dimensions of akidah and akhlak themselves—such as spiritual awareness, moral reflection, and value-based learning experiences—as integral factors in shaping meaningful and transformative learning outcomes.

REFERENCES

- Benabou, R., Tirole, J., & Huguët, G. (2018). Intrinsic and extrinsic motivation. *Review of Economic Studies*, 85(1), 1–45. <https://doi.org/10.1093/restud/rdx031>
- Blegur, J., Wasak, M. R. P., & Manu, L. (2021). Student engagement and character education in moral learning contexts. *Journal of Moral Education*, 50(4), 489–503. <https://doi.org/10.1080/03057240.2020.1863775>
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge. <https://doi.org/10.4324/9781315779553>
- Eccles, J. S., & Wigfield, A. (2020). From expectancy–value theory to situated expectancy–value theory. *Contemporary Educational Psychology*, 61, 101859. <https://doi.org/10.1016/j.cedpsych.2020.101859>
- Fredricks, J. A., Filsecker, M., & Lawson, M. A. (2019). Student engagement, context, and adjustment. *Educational Psychologist*, 54(1), 1–17. <https://doi.org/10.1080/00461520.2018.1521369>
- Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2017). Modeling the relationships among reading instruction, motivation, engagement, and achievement. *Reading Research Quarterly*, 52(2), 207–231. <https://doi.org/10.1002/rrq.145>
- Hidi, S., & Renninger, K. A. (2019). Interest development and its relation to motivation and learning. *Educational Psychologist*, 54(2), 73–85. <https://doi.org/10.1080/00461520.2019.1613732>
- Jang, H., Kim, E. J., & Reeve, J. (2016). Why students become more engaged or more disengaged during classroom instruction. *Learning and Instruction*, 43, 27–38. <https://doi.org/10.1016/j.learninstruc.2016.01.002>
- Kahu, E. R., & Nelson, K. J. (2018). Student engagement in the educational interface. *Higher Education Research & Development*, 37(1), 58–71. <https://doi.org/10.1080/07294360.2017.1344197>
- Linnenbrink-Garcia, L., Patall, E. A., & Messersmith, E. E. (2016). Motivation and engagement in learning contexts. *Educational Psychologist*, 51(3–4), 207–220. <https://doi.org/10.1080/00461520.2016.1205450>
- Niemiec, C. P., & Ryan, R. M. (2020). Autonomy, competence, and relatedness in the classroom. *Theory and Research in Education*, 18(2), 133–144. <https://doi.org/10.1177/1477878520914347>
- Reeve, J. (2016). Autonomy-supportive teaching: What it is, how to do it. *Educational Psychology Review*, 28(2), 205–229. <https://doi.org/10.1007/s10648-015-9324-2>
- Reeve, J., & Tseng, C. M. (2019). Agency as a fourth aspect of students' engagement. *Contemporary Educational Psychology*, 36(4), 257–267. <https://doi.org/10.1016/j.cedpsych.2011.05.002>
- Ryan, R. M., & Deci, E. L. (2020). *Intrinsic and extrinsic motivation: The psychology of optimal experience*. Routledge. <https://doi.org/10.4324/9780429469029>
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory.

<https://doi.org/10.1016/j.cedpsych.2019.101832>

Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2020). *Motivation in education: Theory, research, and applications* (5th ed.). Pearson.

Wentzel, K. R. (2017). Student motivation in context. *Educational Psychologist*, 52(4), 253–266. <https://doi.org/10.1080/00461520.2017.1354758>

Zimmerman, B. J. (2018). Motivational sources and outcomes of self-regulated learning. *Educational Psychologist*, 53(1), 1–14. <https://doi.org/10.1080/00461520.2017.1377446>

Copyright holder:

Rafizah F, Afrianto, Set U

First publication right:

Ri'ayatu Al-Qur'an: Jurnal Pendidikan Islam

This article is licensed under: CC-BY-SA