

THE RELATIONSHIP BETWEEN INTRINSIC MOTIVATION AND STUDENT LEARNING INTEREST IN THE ISLAMIC EDUCATION STUDY PROGRAM AT UINSI SAMARINDA

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Abstract

This research aims to examine the relationship between intrinsic motivation and the learning interest of students in the PAI study program at UINSI Samarinda. The background of this research is based on the reality that although students have made efforts to increase their learning interest, there is a tendency for a decline in learning interest influenced by changes in their self-personality perspective from intrinsic motivation in the field of PAI studies. The type of research used is quantitative with a correlational statistical approach, involving 991 active student data as the population. Data collection was conducted through observation, questionnaires, and documentation, with a sample of 91 respondents taken using the proportionate stratified random sampling technique. Data analysis includes normality, linearity, and homogeneity tests, as well as the application of the product moment correlation formula and simple linear regression. The research results show a significant positive correlation of 0.726, with the tested hypothesis yielding a t-value of 9.951, thus proving the alternative hypothesis H_a and rejecting H_0 . The contribution of intrinsic motivation to learning interest is reflected in the R-Square coefficient value of 52.7%, indicating a strong relationship, while the remaining 47.3% is influenced by other factors not examined in this study.

Keywords: *Intrinsic Motivation, Learning Interest, Islamic Religious Education.*

INTRODUCTION

Education plays an important role in determining the speed of human resource development. The level of a country's development progress is partly indicated by developments in the education sector. An unsupportive learning environment is a problem in Indonesian education, as evidenced by low learning motivation, a lack of participatory collaboration skills, and minimal student interest in learning at universities. This is because this educational foundation will determine the character and content of education, and the goals of education will also determine the future direction of students in studying Islamic religious education [1].

Islamic religious education plays an important role in higher education by directing the courses taught to emphasize the urgency of religious education. It contributes synergistically to maximizing students' intrinsic learning desire, thus creating a supportive environment for achieving optimal educational success [2].

An educational context shows the academic system for students to learn intrinsically about their own personalities, with self-achievement connecting the interests of students in the PAI field of study at UIN Sultan Aji Muhammad Idris Samarinda, who continuously strive to improve their self-reliance, competence, and relationships within their environment. This lecture becomes a dynamic reflection of a student's future self. This motivation develops according to individual needs and potential, which is then reinforced by available situations and opportunities [3].

Hasugian stated in Yosefo Gule that various factors, both internal and external, can lead to a decline in students' motivation to study. Students can feel intimidated by both peers and lecturers, which can lead to discomfort that disrupts their peace, comfort, and concentration during lectures [4]. Perspective is a major concern for students in their learning activities, even tho conditions are constantly changing and interest in learning tends to decline. This may be due to a lack of intrinsic motivation, dissatisfaction with the learning process, and a lack of curiosity. The less-than-ideal student paradigm toward this course emerged because in modern times, many people view Islamic Religious Education as less than impressive learning.

The implications for students in the Islamic Religious Education study program at UIN Sultan Aji Muhammad Idris Samarinda must be aware that learning interest is a necessity in efforts to increase learning motivation in the best possible learning activities to achieve maximum results. This relevance of motivation is related to the meaning and role of cognition, which emphasizes the internal self regarding motivation originating from within the individual, linking various interests and curiosity that play an important role in accelerating the learning process and self-development [5].

This research focuses on the relationship between intrinsic motivation of students in the Islamic Religious Education (PAI) Study Program at UINSI Samarinda, which shows a significant innovation value. A deep understanding of the components that influence students' learning interest is crucial for academic activities in a university setting. Therefore, this research is expected to provide guidance for academic institutions, higher education institutions, and policymakers in their efforts to improve a conducive learning environment and create a more supportive learning environment for students.

METHOD

This type of research refers to quantitative research. A correlation analysis approach from theory to find the strong relationship between variables [6]. The population of the Bachelor (1) Islamic Religious Education Study Program for the 2021, 2022, 2023, and 2024 batches of the target subject amounted to 991 active student data. The use according to Taro Yamane on the Slovin Formula, the error limit tolerance is 10% (0.01) [7]. The student sample of 90.94 was rounded to 91 from the student population of the Islamic Religious Education Study Program (PAI).

This type of research questionnaire uses a closed questionnaire related to respondents just choosing the answers that have been provided, as a reference for statements from indicators to the student subjects of the Islamic Religious Education Study Program Strata (1) with a likert scale [8]. Documentation with pictures taken in lectures and data

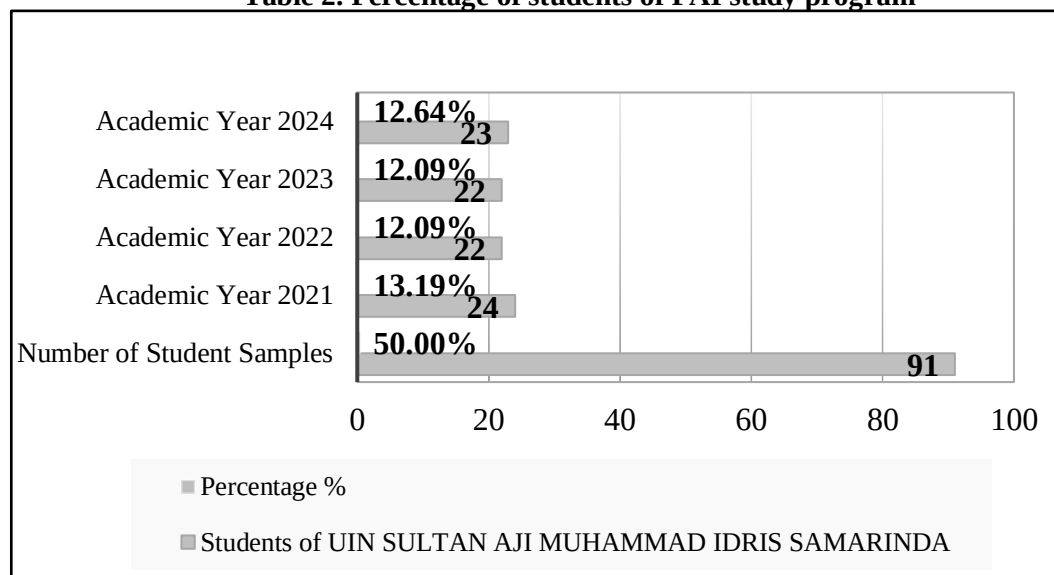
descriptions about the historical profile, vision, mission related to the Faculty of Tarbiyah and Teacher Training (FTIK) and the amount of student data [9].

Data Analysis, the validity test used is a test of the quality of the item with the provision that the $r_{\text{table count value}} > r$ is declared valid, if $r_{\text{table count}} < r$ is declared invalid. Validity testing using the *Pearson Product Moment correlation* [10]. The reliability test in the study used *Cronbach Alpha* on the basis of consistent measurement of the number of indicator item questions on a questionnaire with the following [11].

Table 1. Student data from the PAI study program

No	Academic Year	Number of Students
1	2021	260
2	2022	240
3	2023	241
4	2024	250
		Total 991

Table 2. Percentage of students of PAI study program



Data Source: Analysis Mc Excel 2021 data processing

The test to corroborate the results of the normality test was used, the *Kolmogorov-Smirnov test* was used on the *SPSS 27 statistic*, then the researcher based on the linearity test with research on the *analysis table of substance variance (ANOVA TABLE)* on *sig deviation from linearity* of 0.05 [12]. Partial t-tests were used to evaluate the relationship of independent variables to partially bound variables, with a significance level of 0.05 (5%) and a confidence level of 0.95 (95%).

The *R-Square* test measures how much a free variable relates to a bound variable by explaining the determination between zero and one. Models multiplied by 100. $KP = R^2 \times 100\%$. The indication of the determination coefficient is obtained from the description based on the *Adjusted R-Square* [13]. This research is an operational concept of a framework of thinking that connects two variables obtained from the theory on the dimension of indicators that have been used as a reference for measurement between variables that are related to research data, then the theoretical framework in this study can be conceptualized from a theory can be seen as follows:



Picture 1. Research Framework

RESULTS AND DISCUSSION

Intrinsic Motivation

The paradigm according to Sardiman A.M [14]. states that motivation can encourage students to do certain activities and work. Motivation is very important in the learning process. The more precise and relevant the motivation given to students, the more effective and successful the learning interest achieved. According to Sardinian [15], intrinsic motivation is described as motives that are activated or function without the need for external stimuli, because the urge to perform such activities already exists within the individual himself.

Gunarsa, as quoted by Zat Ena, explained that intrinsic motivation is a strong impulse and desire that comes from within an individual when doing an activity. The higher the level of intrinsic motivation of a person, the greater the individual's interest in learning activities to achieve goals. Therefore, intrinsic motivation plays an important role in encouraging individuals to put in the effort and commit to achieving desired self-satisfaction [16].

Factors Influencing Intrinsic Learning Motivation

Intrinsic motivation refers to an individual's internal drive to carry out an activity that they enjoy, enjoy, and provide personal satisfaction without relying on external factors. Intrinsic motivation plays an important role in the learning process, as it is with this motivation that students can achieve the goal of becoming educated and knowledgeable individuals. In addition, intrinsic motivation in learning is able to increase interest in learning so that the results achieved can be more optimal [17].

Shah said that the factors on the intention of the influence of motivation can be classified as internal factors, which originate from the direction of the individual himself, these internal factors include behavior, abilities, interests, personality, education, proficiency, and ideals [18]. According to Woolfolk [19], explained that the source of this intrinsic motivation comes from internal factors, such as interests, needs, pleasures, and curiosity. The basic dimensions of several factors that affect intrinsic motivation are related to self-context in the actions of autonomy, competence, and connectedness. A sense of control over the learning process increases a sense of responsibility and motivation. Success in a particular assignment increases confidence, while positive relationships with lecturers or students support an optimal and healthy learning environment. The combination of these factors creates ideal conditions to maintain intrinsic motivation [20].

Interest in Learning

An interest in learning is a strong desire and drive to be involved in the learning process. The environment and family support significantly affect learning interests. A

supportive and conducive environment can indirectly increase students' interest in learning. Interest can be defined as a strong desire for an activity [21].

Interest is a variable of cognitive and affective motivation that develops whose components include knowledge, values, and feelings in the changing relationship between knowledge and coordinated assessment, and positive feelings that characterize the development of interest [22].

Characteristics of Interest in Learning

Learning interest is characterized by a number of indicators that can be used to assess a person's level of interest. Marx and Tombuch quoted by Riduwan, there are indications in five characteristics that show that students are consistent with their interest in learning with the relevance of tenacity and diligence in learning, resilience in difficulties, self-will and intelligence related to learning, good academic achievement, and the ability to learn independently [23].

The substance of another theory that is in line with according to Elizabeth Hurlock mentions the indication of learning interest in displaying seven key characteristics which include the growth of interest in line with the individual's physical and mental development stages, dependence of interest on the learning process, limitations in the development of interest, the relationship of opportunity to the growth of interest, the impact of culture with interest, emotional and *self-centered* aspects. As an interest, the feeling of pleasure in something drives the desire to acquire it [24].

Reliability measurement of Pearson correlation coefficient Result

The output of the results of the validity of the researcher conducting research on Variable (X) is 17 questions; the output obtained shows that the valid question statement is 16 questions, while the invalid one is 1 question. The variable (Y) is for 16 questions, the output obtained shows that the valid question statement is 14 questions, while the invalid ones are 2 questions.

Table 3. Reliability of the score

Internal Alpha (Cbash's)	N. Items
0.861	16
0.867	14

Cronbach's $\alpha > 0.7$ is greater than the output with a value of $0.861 > 0.7$, so the data is said to be a very good category in the indication of the reliable variable (X). Meanwhile, the larger the output result with a value of $0.867 > 0.7$ variable (Y), the data is said to be a very good category in a reliable indication.

Table 4. Kolmogorov-Smirnov Test One-Sample

Normal Parameters		Test Statistic
Mean		0.000000
Distribution is normal	<i>sig 2 tailed.</i> 0.163	0,060
Confidence interval	99%	0,121
N	91	0,083

The indication of the SPSS output states the significance value derived from the results of the normality test, *sig.* 0.163 0.05 in probability $>$ thus stating that the research of all questionnaire items is declared to be distributed with normal data. The SPSS output shows the correlation test results with a value of 0.000 0.05. This means that there is a correlation between the X and Y variables. The indication of *sig.* $<$ a *Pearson correlation* value of 0.726 is in the range of 0.60 - 0.799, which indicates a strong relationship category level.

Table 5. T test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	10,710	3,488		3,070
	Intrinsic	,641	,064	,726	9,951

a. Variable Dependent: Minat

The substance of this level, freedom = 1,666. It is known that the significance value and the value of $9.951 > 1.6665\%t_{tabel}$ $0.00 < 0.05t_{hitung}$ $t_{hitung} > t_{tabel}$, can the hypothesis result be considered proven, then the hypothesis is accepted and rejected H_a H_0 $t_{hitung} > t_{tabel}$.

Table 6. Test the determination coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,726a	,527	,521	3,590

a. Predictors: (Constant), Intrinsik

The *summary model* number with *R-square* R^2 , that is $0,726 \times 0,726 = 0,527$, it means that the intrinsic motivation variable (X) is a large relationship with the variable of learning interest (Y) consistency of 52.7%. Another percentage of $100\% - 52.7\% = 47.3\%$ was influenced by other variables that were not the focus of this study.

This research was carried out at the Faculty of Tarbiyah and Teacher Training (FTIK). The distribution of research respondents is students of the Islamic Religious Education study program from the batches of 2021, 2022, 2023, and 2024 in the Odd Semester of the 2024/2025 Academic Year. Indications of the relationship between intrinsic motivation and learning interest of students of the Islamic Education study program show a consistent relationship in relevant research of significance with dimension X of intrinsic motivation and dimension Y of learning interest. The data test consisted of 16 items for the intrinsic variable X and 14 items for the variable of interest Y.

The percentage of the findings that filled out the questionnaire obtained per batch with the percentage of small group elements in the academic year with 23 (2024), 22 (2023), 22 (2022), and 24 (2021) in the substance of students in the field of Islamic Religious Education, which dominated the academic year, namely students in 2021.

This finding is in line with the explanatory theory by Anderson regarding the book Islamic Religious Education in Higher Education explaining that a learner needs to have a personal attitude that reflects the need for systematic and conscious learning, applying the importance of understood construction, because it shows that positive feelings, emotions,

willingness, behavior, and recognition are part of the enjoyment of learning, which can encourage students to act in a beneficial way. Emotions have the ability to influence behavior in the mind (cognition) also plays an important role, often appearing in changes in learning activities [25]. The findings of research on the self-image of a student in the field of Islamic Religious Education are decisive in realizing autonomy, independence, skills, and relationships in the academic community lecture environment. Based on the findings of the researchers, the intrinsic motivational factor with learning interest showed strong significance. The results of the hypothesis with a value of 9.951 prove a great contribution as a consistent relationship between intrinsic motivation and learning interest.

According to the statement of the results of the R-Square coefficient of research decision of 52.7% of the intrinsic motivation variable with the learning interest of students of the Islamic Religious Education study program at UIN Sultan Aji Muhammad Idris Samarinda, then the remaining part of 47.3% is influenced by other variables outside of the study interest factor. The findings that are relevant to the direction of the study with, Dian Septianti context related to intrinsic motivation in the indication of consistency coefficient of magnitude 0.484, indicate that each unit in the intrinsic motivation variable will contribute to an increase in the value of learning interest by 0.484. In addition, the relationship is significant and indicates a positive direction [26].

CONCLUSION

Based on the conclusions of this study, there is a significant relationship between intrinsic motivation and student learning interest. A positive correlation value of 0.726 indicates a strong relationship between intrinsic motivation and increased student interest in learning. The contribution of intrinsic motivation to learning interest is reflected in the R-Square coefficient value of 52.7%, which indicates a strong relationship. Meanwhile, the remaining 47.3% were influenced by other factors other than interest in learning. To broaden the scope of the findings in a complex way, further research is suggested to involve other institutions with a mixed approach to further explore different universities or other courses to obtain a more comprehensive picture of the relationship between intrinsic motivation and learning interests.

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