

The Influence of Learning Motivation on the Learning Outcomes of Students at the Madrasah Tsanawiyah Level

¹ Novi Andri Yanti, ²Masfufah

¹⁻² Universitas Sunan Giri Surabaya

Email: ¹noviandriyanti24@gmail.com, ²masfufah2606@gmail.com

Corresponding Author: Novi Andri Yanti

Article history: Received: June 30, 2025 | Revised: Juli 01, 2025 | AVAILABLE

Online: Juli 02, 2025

Abstract

Education has a central role in improving the quality of human resources and the sustainability of a nation. The success of education is reflected in student learning outcomes which include cognitive, affective, and psychomotor aspects. One of the key factors that affect learning outcomes is learning motivation. Motivation functions as a driver and director of student learning activities that have a direct impact on the achievement of academic achievement. This article aims to examine the role of learning motivation on student learning outcomes at the MTS level equivalent. Through a literature review, it was found that high learning motivation can increase students' effort intensity, strengthen their enthusiasm for learning, and help students understand and apply knowledge in daily life. This research is expected to provide strategic recommendations in creating an effective learning environment based on religious values, in order to support the improvement of the quality of education as a whole.

Keywords: *Learning motivation, Student learning outcomes, Madrasah Tsanawiyah level.*

Copyright: © 2025. The authors.

ISLAMENTARY: Journal of Islamic Elementary Education Volume is licensed under
a Creative Commons

Attribution Non Commercial 4.0 International License

INTRODUCTION

Education has a very important role in improving the quality of quality human resources and for the survival of a nation or state (Joneska, & Astalini 2016). Because quality human resources can be seen from the mastery of knowledge or from the character of the students (Astalini *et al.*, 2019). Why can it be said that way? Because with education a person can put himself in accordance with the community environment and the family environment. So education must also be able to bring changes and developments that are in line with cultural change (Maulana *et al.*, 2018). Education is also a way to influence students to adjust themselves as appropriately as possible in their environment (Maulana *et al.*, 2018). Education is also one of the most important activities for all humans (Kurniawan *et al.*, 2019). Because education can improve the quality of human resources (Barokah *et al.*, 2019). Education is also the spearhead in the process of developing human resources so that education plays an active role in improving the quality and quantity of students' thinking patterns (Utama *et al.*, 2018).

A good learning process not only generates knowledge, but it can also affect various aspects of students' development, including their attitudes and skills. Learning outcomes are abilities acquired by individuals after the learning process takes place, which can provide behavioral changes in students' knowledge, understanding, attitudes, and skills so that they become better than before (Rofiuddin & Darmawan, 2024). abilities obtained by students after going through learning activities (Nurmala, 2014). Learning outcomes are measures used to evaluate the extent to which a student has understood and mastered the subject matter that has been taught (Haqiqi *et al.*, 2024). Learning outcomes are usually measured using various tests or assessments, such as written tests, oral exams, presentations, projects, or skills assessments (Widuroyekti, 2020). The indicators of learning outcomes according to Ricardo and Meilani (2017), namely 1) The cognitive domain, including knowledge, understanding, application, assessment, and assessment; 2) The effective domain, which includes the determination of value, reward, and acceptance; and 3) The psychomotor domain, including basic, general, ordinative, and creative movements. Learning outcomes are also defined as a form of achieving behavior change that tends to settle in both the cognitive, affective, and psychomotor realms of the learning process that is carried out in a certain time (Hutauruk & Simbolon, 2018). Therefore, learning outcomes can be a benchmark for planning more effective improvement steps in teaching and learning activities.

Learning motivation contains the ideals or aspirations of students, this is expected to be motivated to learn so that they understand what is the purpose of learning, besides that the good state of students in learning will cause the student to be enthusiastic in learning and able to complete tasks well, on the contrary students who are sick, they do not have passion in learning (Palittin *et al.*, 2019). students' motivation to learn can be weak, weak motivation or lack of motivation to learn will weaken activities, so that the quality of learning outcomes becomes low (Febrita & Ulfah, 2019). With the aim that students have a strong motivation to learn, so that the learning results they achieve can be optimal (Emda, 2018). The learning motivation possessed by students in each learning activity plays a very important role in improving student learning outcomes in certain subjects (Peterria & Suryani, 2016). These students will understand what they have learned and mastered and stored for a long period of time. Students appreciate what they have learned so that they feel its

usefulness in daily life in the midst of society. A person who is highly motivated in learning may also get higher learning outcomes, meaning that the higher the motivation, the more intense the effort and effort made, the higher the learning results obtained. Students make efforts or efforts to increase success in learning so that they achieve success that is satisfactory enough as expected. In addition, motivation also supports efforts and keeps the student learning process running. This is made for students to be persistent in learning. If the motive or motivation for learning appears every time you learn, it is likely that the learning outcomes will increase (Murtiningsih, 2017). Many students' talents do not develop because they do not have a motive that matches their talents, if the student gets a motive according to the talent he has, then extraordinary energy is released so that learning results that were initially unexpected are achieved.

Education at the MTS level plays an important role in the academic and moral development of students. One of the factors that can affect the success of students in achieving learning achievements is their learning motivation. Thus, the purpose of this paper is to examine the role of learning motivation on the learning achievement of MTS students at the equivalent. This research is expected to provide better insight into the factors that play a role in improving learning achievement as a support to form an effective and value-oriented learning environment. Through a deeper understanding of the influence of learning motivation, it is hoped that effective strategies can be found to support a better learning process. In addition, this research also aims to provide recommendations that can help improve the quality of education, especially in teaching based on religious values.

RESEARCH METHODS

This study applies a qualitative research method with a literature study approach, which aims to examine learning motivation to student learning outcomes at the MTS level. This literature study includes theoretical studies, references, and various scientific literature relevant to motivations, values, and norms in educational activities that are the focus of the research. The data collected are descriptive and sourced from various articles, journals, and websites that have been selected based on their relevance to the research topic, academic quality, and suitability with the theoretical framework used. This study focuses on two main variables, learning motivation as an independent variable and student learning outcomes as a bound variable. Data analysis was carried out qualitative-descriptive to reveal the relationship between the two variables, as well as to make a scientific contribution to the development of policies and practices in the MTS environment. This approach, the research is expected to provide better insights related to the factors that affect students' character, particularly at the MTS level. The results of this research are expected to contribute to the development of more effective educational policies and practices. Thus, it is hoped that school culture can be optimized to support better student learning outcomes.

RESULTS AND DISCUSSION

Quality education requires special attention to factors that can improve student learning outcomes. One of the main factors that affect academic success is learning motivation, which plays an important role in a variety of subjects. The study of the role of the family environment to improve learning outcomes is an important topic in the field of education at the MTS level. The family environment is a factor in the formation of personal and emotional intelligence of students to achieve maximum learning

outcomes. Therefore, understanding how the family environment affects student learning outcomes can provide insight into how to improve the quality of education at the MTS level. The results of this study are expected to provide useful recommendations for the development of more effective teaching strategies. Thus, it is hoped that the family environment can be the key to achieving better learning outcomes at the MTS level. The results of a search on Google Scholar found as many as 10 scientific papers related to this research topic.

1. Coming Feladi (2022)

This study aims to, find out the motivation, and learning outcomes of students of informatics class VII MTS Negeri 2 Pontianak, The effect of motivation on the learning outcomes of students of informatics class VII MTS Negeri 2 Pontianak. This study uses a quantitative descriptive method with an ex-post facto approach, the population in this study is all students of MTS Negeri 2 Pontianak which totals 400 students. The sampling technique used was Proportionate Random Sampling with a sample of 186 students. The research data was obtained by indirect communication techniques and documentary studies, with a questionnaire of 25 statements that had gone through the trial stage after which they were tested for validity and reliability. The data analysis techniques used are quantitative descriptive analysis which is used to describe the data of each variable, and simple linear regression analysis which is used for hypothesis testing. The conclusion of this study is that the description of motivational results tends to be very high and the learning outcomes of students of informatics subjects at MTS Negeri 2 Pontianak are included in the special, There is an influence of motivation on the learning outcomes of students of informatics subjects grade VII MTS Negeri 2 Pontianak.

2. Rizki Sobandi (2017)

Based on the results of initial observations carried out in the teaching and learning process in grade VIII MTs Negeri 1 Pangandaran, student learning outcomes in Indonesian subjects are still not optimal. This can be seen from the average student score of 67 which is still below the predetermined KKM of 70. This problem tends to be influenced by the lack of motivation to learn that students have during the teaching and learning process. This can be seen from the fact that there are still some students who seem to lack enthusiasm in participating in Indonesian learning. When learning takes place, students tend to be passive and less enthusiastic in participating in learning. Teachers are seen dominating the classroom and teaching and learning activities do not actively involve students. This shows that the motivation to learn in students is still lacking. When interviewed, some students still admitted that teachers are still not optimal in exploring students' motivation in learning. The objectives of this study are 1) To find out the learning motivation of grade VIII students of MTs Negeri 1 Pangandaran; 2) To find out the learning outcomes of grade VIII students of MTs Negeri 1 Pangandaran; 3) To find out the influence of students' learning motivation on the learning outcomes of Indonesian language in grade VIII MTs Negeri 1 Pangandaran. Based on the results of the research and discussion, the conclusions in this study are as follows. 1) The learning motivation of grade VIII students of MTs Negeri 1 Pangandaran is good.

3. Mat Rosit (2021)

This study aims to determine the influence of the socioeconomic status of parents on the learning outcomes of social studies subjects of MTs. Raden Fatah

students, the influence of learning motivation on the learning outcomes of social studies subjects of MTs. Raden Fatah, the influence of learning environment on the learning outcomes of social studies subjects of MTs. Raden Fatah students, the influence of the influence of parents' socioeconomic status, learning motivation and learning environment together on the learning outcomes of the eyes social studies lessons for students of MTs. Raden Fatah The implication of this study is that in order to improve student learning outcomes together to the learning outcomes of social studies students in MTs. Raden Fatah in the 2019/2020 lesson. In addition, parents and the learning environment have a great influence on student achievement and continue to improve the quality and quantity as best as possible.

4. Dewi Purnama Sari1, Yana, and Ayu Wulandari (2021)

This research is motivated by the many complaints of students in doing math assignments while they have limitations in learning. The purpose of this study was to determine the influence of self-efficacy and motivation in student learning during online learning on mathematics learning outcomes. Respondents were 113 grade IX students at MTs Al-Khairiyah Mampang Prapatan for the 2020/2021 school year from October to December 2020. The method in the study uses a survey method with data collection techniques, namely through the results of self-efficacy questionnaires, learning motivation questionnaires and documentation of students' mathematics learning outcomes in the Final Semester Assessment (PAS) of grade IX for the 2020/2021 school year. The data analysis used is descriptive statistical analysis and inferential statistics. The results of the study show that: (1) self efficacy has a positive effect on students' mathematics learning outcomes, (2) motivation in learning has a positive effect on students' mathematics learning outcomes and (3) self efficacy has a positive effect on students' learning motivation.

5. Mia Sahprihatin (2019)

This study aims to analyze and test the truth of the hypothesis regarding the influence of learning media and learning motivation on students' Indonesian learning outcomes. This research was carried out by experimental method. The population is grade VII students of MTS Cijeruk Region, Bogor Regency with a sample size of 40 students, with the sampling technique used, namely simple random sampling. The research instrument used was a test of Indonesian language learning outcomes in the form of multiple choice with a choice of 40 questions. The results of hypothesis testing were obtained as follows: 1) There is a significant influence of interactive learning media and learning motivation on the learning outcomes of listening to Indonesian of MTS students in Bogor Regency.

6. Agung Riadin and Endang Sri Estimurti (2022)

This study aims to determine the influence between learning motivation and learning interest on students' learning outcomes, especially in the era of independent learning. The research method used is quantitative. The population and sample in this study are students from three schools totaling 105 people. The research instruments used were questionnaires about learning motivation, learning interests and tests of students' learning outcomes. The data analysis used in this study is quantitative analysis with the help of SPSS. The results of the study showed that there was an influence between interest and motivation on learning outcomes. The implications of the research on the implementation of learning both in the classroom and outside the classroom are as follows. Teachers should be able to arouse students' interest and motivation to learn. A teacher in In the learning

process, teachers are advised that delivering lessons must be able to create a conducive atmosphere so that students are happy to learn and students learn meaningfully. With the interest and motivation that arises, a lot of effort is made to learn the lesson, and it is hoped that students will get good learning results. Teachers need to pay close attention to students so that they have good interests and learning motivations so that in the end the desired learning results are achieved.

7. Ratna Aliyas, Muh. Ilyas Ismail, and Andi Maulana (2019)

This study aims to analyze and test the influence of learning management and learning motivation on the learning outcomes of students at Madrasah Tsanawiyah Nurul Falah Borongganjeng Islamic Boarding School, Bulukumba Regency, South Sulawesi. This research is classified as quantitative research with an ex post facto method. The respondents in this study were 38 students who were randomly taken from 127 students. The data collection techniques used are questionnaires and documentation, while the analysis techniques used to test hypotheses are inferential statistics through regression analysis. The results of this study show that partially, learning management has a positive and significant effect on student learning outcomes.

8. Sapka Mawarzani, and Muzakir (2023)

The problems studied in this study are: Whether or not there is an influence of learning motivation on student learning outcomes and how much influence learning motivation has on student learning outcomes. This study aims to find out whether there is an influence of learning motivation on the learning outcomes of grade VII students of MTS Ibadurrahman Tibu and to find out how much influence of learning motivation on the learning outcomes of grade VII students of MTS Ibadurrahman Tibu sisok. The population as well as the sample of this study are grade VII students of MTS Ibadurrahman Tibu sisok. The 2021/2022 school year is 20. Based on the results of the above research, it can be concluded that there is a significant influence of learning motivation on the learning outcomes of grade VII students of MTS Ibadurrahman Tibu sisok.

9. Muhammad Assaibin, Miftahul Jannah, and Muhammad Anwar (2024)

This study aims to determine the Influence of Students' Learning Interests and Motivation on Mathematics Learning Outcomes. The population in this study is all students of class VII MTs DDI Manding which is 40 people and the sample is class VII A students of MTs DDI Manding which is 20 people. The research instrument used a questionnaire for the variables of interest and motivation of the learning outcome test for the variable of mathematics learning outcomes. The collected data were analyzed using descriptive statistical analysis and inferential statistics. It can be concluded that there is an influence between interest and motivation on learning outcomes both partially and stimulantly.

10. Izatul Husna (2018)

The results of the study showed that: (1) Student participation in this study Intra-school student organization had a significant positive influence on student learning outcomes with a t_{cal} value of $2.157 \geq t_{table}$ of 1.98 with a significant value of $0.033 < 0.05$. (2) Learning motivation has a significant positive relationship with student learning outcomes The results of multiple linear regression show that there is a positive relationship between student participation in intra-school student organizations and student learning outcomes, there is learning motivation to

learning outcomes, and there is an influence between student participation in intra-school student organizations and learning motivation in MTsN 2 Malang City.

Table 1. Study on the Influence of School Culture on Character Siswa

Researchers	Research Location	Research Focus	Key Findings
Vindo Feladi (2022)	MTS Negeri 2 Pontianak	The Effect of Learning Motivation on the Learning Outcomes of Students in Informatics Class VII MTs Negeri 2 Pontianak.	There is an influence of motivation on the learning outcomes of students in informatics class VII MTS Negeri 2 Pontianak.
Rizki Sobandi (2017)	MTs Negeri 1 Pangandaran.	The Effect of Learning Motivation on Indonesian Learning Outcomes in Grade VIII Students of Mts Negeri 1 Pangandaran.	The learning motivation of grade VIII students of MTs Negeri 1 Pangandaran is good.
Mat Rosit (2021)	MTs. Raden Fatah	The Influence of Parents' Socioeconomic Status, Learning Motivation and Learning Environment on the Learning Outcomes of Social Studies Subjects of Mts. Raden Fatah Students for the 2019/2020 Academic Year.	The implication of this study is that in order to improve student learning outcomes together with the learning outcomes of social studies students at MTs. Raden Fatah in the 2019/2020 lesson.
Dewi Purnama Sari1, Yana, dan Ayu Wulandari (2021)	MTs Al-Khairiyah Mampang Prapatan.	The Effect of Self Efficacy and Learning Motivation on the Mathematics Learning Outcomes of MTs Al-Khairiyah Mampang Prapatan Students during the COVID-19 Pandemic.	The results of the study show that the Influence of Self Efficacy and Learning Motivation on Learning Outcomes has a positive effect on students' mathematics learning outcomes.
Mia Sahprihatin (2019)	MTS Wilayah Cijeruk Kabupaten Bogor.	The Influence of Learning Media and Learning Motivation on the Learning	There is a significant influence of interactive learning

		Outcomes of Listening to Indonesian.	media and learning motivation on the learning outcomes of listening to Indonesian of MTS students in Bogor Regency.
Agung Riadin, dan Endang Sri Estimurti (2022)	MTS di kasongan dan SMP Muhammadiyah Buntok.	The Influence of Learning Motivation and Learning Interest on Students' Science Learning Outcomes in the Era of Independent Learning.	The results of the study showed that there was an influence between interest and motivation on learning outcomes.
Ratna Aliyas, Muh. Ilyas Ismail, dan Andi Maulana (2019)	Madrasah Tsanawiyah Pondok Pesantren Nurul Falah Borongganjeng Kabupaten Bulukumba.	The Effect of Learning Management and Learning Motivation on Student Learning Outcomes.	The results of this study show that partially, learning management has a positive and significant effect on student learning outcomes.
Sapka Mawarzani, dan Muzakir (2023)	MTS Ibadurrahman Tibu sisok.	The Effect of Learning Motivation on the Learning Outcomes of Grade VII Students of MTS Ibadurrahman Tibu Sisok.	The results of the above research can be concluded that there is a significant influence of learning motivation on the learning outcomes of grade VII students of MTS Ibadurrahman Tibu sisok.
Muhammad Assaibin , Miftahul Jannah, dan Muhammad Anwar (2024)	MTs DDI Manding.	The Influence of Students' Learning Interests and Motivation on Mathematics Learning Outcomes of Grade VII MTs Manding Students.	There is an influence between interest and motivation to learn on learning outcomes both partially and stimulantly.
Izadatul Husna (2018)	MTsN 2 Kota Malang.	The Effect of Student Council Participation and Learning Motivation on Student Learning Outcomes at MTs	on learning outcomes, and there is an influence between student participation in intra-school student

		Negeri 2 Malang City.	organizations and learning motivation at MTsN 2 Malang City.
--	--	-----------------------	--

Various studies show that learning motivation is a factor that affects student learning outcomes. Students who are highly motivated in learning may also get higher learning outcomes, meaning that the higher the motivation, the more intense the effort and effort made, the higher the learning outcomes they get. Students make efforts or efforts to increase success in learning so that they achieve success that is satisfactory enough as expected. In addition, motivation also supports efforts and keeps the student learning process running. This is made for students to be persistent in learning. Riadin and Estimurti (2022), revealed that teachers should be able to arouse students' interest and motivation to learn. A teacher in In the learning process, teachers are advised that delivering lessons must be able to create a conducive atmosphere so that students are happy to learn and students learn meaningfully. With the interest and motivation that arises, a lot of effort is made to learn the lesson, and it is hoped that students will get good learning results. Teachers need to pay close attention to students so that they have good interests and learning motivations so that in the end the desired learning results are achieved. Similar findings were noted by Mawarzani and Muzakir (2023), Motivation is one of the important factors that affect learning and learning outcomes. A person who is motivated has a tendency to devote all his abilities to get optimal learning results according to the expected goals. The higher the motivation that students have, it will encourage students to study more actively and the frequency of learning will increase, so that the learning outcomes will increase. However, the strength and weakness of everyone's motivation are different, it is influenced by the factors of ideals or aspirations, learning ability, student conditions, student environmental conditions, dynamic elements in learning and teachers' efforts in learning students. For this reason, motivation is needed as a driver who is able to realize the hopes and desires of a person or student.

According to Azhar and Wahyudi (2024), it is argued that learning motivation is the overall psychological driving force in students that causes learning activities, ensures learning continuity and provides direction to learning activities in order to achieve a goal. Therefore, the success of an education can be seen from the quality produced and is inseparable from the so-called student learning outcomes. Zainudin (2022), emphasized that learning motivation for students is very important because children when learning experience a saturation point, sometimes enthusiasm sometimes does not depend on the environment as well so that students remain enthusiastic before starting learning to be motivated. Teachers are well aware of the importance of motivation in guiding students' learning. Various techniques such as promotion, awards, honorary roles, merit charters, praise, and punishment have been used to encourage students to study hard. Not only teachers at school, parents or families should also motivate their children's learning.

Learning motivation, as defined by Rahman (2022), includes both intrinsic and extrinsic factors that motivate students to change their behavior. Intrinsic motivation comes from within students and encourages them to participate in

learning activities. For example, intrinsic motivation can be in the form of love for the subject or the need for the subject in the future of the student. Extrinsic motivation, on the other hand, comes from external sources that also inspire students to learn. These resources include school regulations, awards and recognition, and advice from parents and teachers. According to Hamzah B. Uno (2000), motivation is the basic motivation that moves a person to behave. This impulse is in a person who moves to do something in accordance with the impulse in him. Therefore, a person's actions that are based on a certain motivation contain a theme or model according to the underlying motivation.

Based on various studies studied, it can be concluded that learning motivation has a significant influence on student learning outcomes at the Madrasah Tsanawiyah (MTS) school level. Students who have high motivation tend to show more intensive learning effort, greater enthusiasm, and better ability to understand and apply subject matter. This is supported by various studies from various locations that show a positive correlation between learning motivation and improved student learning outcomes, both in mathematics, social studies, Indonesian, and other subjects.

Effective learning motivation does not only come from within the student (intrinsic), but also from outside (extrinsic), such as the family environment, rewards, and teacher support. Therefore, an active role is needed from schools, teachers, and parents to create an atmosphere that supports the emergence of learning motivation. Strategies such as giving praise, awards, and engaging and relevant learning approaches can be key to improving student learning outcomes. With strong motivation, students will be more persistent and consistent in the learning process, so that they are able to achieve optimal learning outcomes.

CONCLUSION

Pendidikan memegang peranan vital dalam membentuk sumber daya manusia yang berkualitas, baik dari sisi penguasaan ilmu pengetahuan maupun pembentukan karakter peserta didik. Dalam prosesnya, pendidikan tidak hanya bertujuan untuk mentransfer ilmu, tetapi juga untuk membentuk individu yang mampu beradaptasi dengan lingkungan sosial dan budaya yang terus berkembang. Hasil belajar siswa menjadi indikator keberhasilan proses pendidikan yang dapat dilihat dari ranah kognitif, afektif, dan psikomotorik. Salah satu faktor penting yang memengaruhi hasil belajar adalah motivasi. Motivasi belajar yang tinggi dapat mendorong siswa untuk berusaha lebih keras, memiliki semangat dalam menyelesaikan tugas, dan menghargai proses belajar sebagai bagian penting dari kehidupan. Oleh karena itu, pemahaman tentang peran motivasi belajar sangat penting dalam menciptakan strategi pembelajaran yang efektif. Penelitian mengenai hal ini diharapkan dapat memberikan kontribusi nyata dalam meningkatkan kualitas pendidikan di tingkat MTs, terutama yang berorientasi pada penguatan nilai-nilai agama dalam proses belajar mengajar.

BIBLIOGRAPHY

Aliyas, R., M. I. Ismail., & A. Maulana. (2019). Pengaruh Pengelolaan Pembelajaran dan Motivasi Belajar Terhadap Hasil Belajar Peserta Didik. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 5(1), 46-60.

- Assaibin, M., M. Jannah., & M. Anwar. (2024). Pengaruh Minat dan Motivasi Belajar Siswa Terhadap Hasil Belajar Matematika Siswa Kelas VII MTS Manding. *In Journal Pegguruang: Conference Series*. 6 (1), 361-366.
- Astalini, A., D. A. Kurniawan., & A. D. Putri. (2018). Identifikasi sikap implikasi sosial dari IPA, ketertarikan menambah waktu belajar IPA, dan ketertarikan berkarir dibidang IPA siswa SMP se-kabupaten Muaro Jambi. *Tarbiyah: Jurnal Ilmiah Kependidikan*, 7(2), 93-108.
- Azhar, M., & H. Wahyudi. (2024). Motivasi Belajar: Kunci Pengembangan Karakter dan Keterampilan Siswa. *Uluwwul Himmah Educational Research Journal*, 1(1), 1-15.
- Barokah, S., A. Asrial., & M. Maison. (2019). Pengembangan media pembelajaran interaktif fisika berbasis macromedia flash pada materi termodinamika untuk sma: development of interactive physics learning media based on macromedia flash in thermodynamic material for sma. *Edu-Sains: Jurnal Pendidikan Matematika dan Ilmu Pengetahuan Alam*, 8(2), 26-32.
- Dwijayanti, E., & H. Pathoni. (2016). Penerapan Strategi Pembelajaran Aktif Tipe Peer Lessons Untuk Meningkatkan Aktivitas Dan Hasil Belajar Siswa Pada Materi Suhu Dan Kalor Kelas X A Di Sman 8 Kota Jambi. *Edufisika: Jurnal Pendidikan Fisika*, 1(1), 18-21.
- Emda, A. (2018). Kedudukan motivasi belajar siswa dalam pembelajaran. *Lantanida journal*, 5(2), 172-182.
- Febrita, Y., & M. Ulfah. (2019). Peranan Media Pembelajaran untuk Meningkatkan Motivasi Belajar Siswa. *Diskusi Panel Nasional Pendidikan Matematika*, 5(1), 181-188.
- Feladi, V. (2022). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswa Mata Pelajaran Informatika Kelas VII MTs Negeri 2 Pontianak. *Juwara*, 2(1), 49-57.
- Hamzah B.Uno. (2000). *Teori Motivasi dan Pengukuran*, (Bumi Aksara: Jakarta), 1-2
- Haqiqi, M. F., Y. M. EL. Yunusi., & D. Darmawan. (2024). Pengaruh Lingkungan Sekolah, Kemandirian Dan Waktu Belajar Terhadap Hasil Belajar Siswa Mts Nahdlatul Athfal Gersempal Omben Sampang. *Jurnal Ilmu Pendidikan Islam*, 23(2), 52-62.
- Husna, I. (2018). Pengaruh Keikutsertaan OSIS dan Motivasi Belajar Terhadap Hasil Belajar Siswa di MTs Negeri 2 Kota Malang. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 1(2), 61-70.
- Hutauruk, P. & R. Simbolon. (2018). Meningkatkan Hasil Belajar Siswa dengan Alat Peraga Pada Mata Pelajaran IPA Kelas IV SDN Nomor 14 Simbolon Purba. *School Education Journal*, 8(2), 121-129.
- Joneska., Astalini., & N. Susanti. (2016). Perbandingan Hasil Belajar Fisika menggunakan Strategi Pembelajaran Crossword Puzzle dan Index Card Match pada Materi Cahaya Kelas VIII SMP Negeri 3 Batanghari. *EduFisika: Jurnal Pendidikan Fisika*, 1(1), 28-31.
- Kurniawan, D. A., A. Astalini., & N. Kurniawan. (2019). Analisis sikap siswa SMP terhadap mata pelajaran IPA. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 22(2), 323-334.
- Kurniawan, D. A., A. Astalini., N. Kurniawan., & Pathoni, H. (2019). Analisis korelasi sikap siswa dan disiplin siswa terhadap IPA pada Siswa SMP Provinsi Jambi. *Jurnal Pendidikan Fisika dan Keilmuan (JPFK)*, 5(2), 59-71.

- Maulana, R., J. Jufrida., & H. Pathoni. (2018). Upaya meningkatkan pemahaman konsep siswa menggunakan discovery based learning dengan bantuan lks digital materi fluida dinamik kelas xi sman 11 kota jambi. *Gravity: Jurnal Ilmiah Penelitian dan Pembelajaran Fisika*, 4(2), 67-81.
- Mawarzani, S., Muzakir. (2023). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswa Kelas VII MTS Ibadurrahman Tibu sisok. *REFORM: Jurnal Pendidikan, Sosial, dan Budaya*, 6(02), 8-12.
- Murtiningsih, M. (2017). Pengaruh Motivasi Belajar, Sarana Belajar, Dan Percaya Diri Terhadap Hasil Belajar Ips Siswa Penerima Bsm (Bantuan Siswa Miskin) Smp Negeri Di Surabaya. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 5(2), 178-191.
- Palittin, I. D., W. Wolo., & R. Purwanty. (2019). Hubungan motivasi belajar dengan hasil belajar siswa. *Magistra: Jurnal Keguruan dan Ilmu Pendidikan*, 6(2), 101-109.
- Peterria, V., & Suryani, N. (2016). Pengaruh lingkungan sekolah, cara belajar, dan motivasi belajar terhadap hasil belajar siswa pada mata pelajaran mengelola peralatan. *Economic Education Analysis Journal*, 5(3), 860-860.
- Rahman, S. (2022). Pentingnya motivasi belajar dalam meningkatkan hasil belajar. In *Prosiding Seminar Nasional Pendidikan Dasar*, 289-302.
- Riadin, A., E. S. Estimurti. (2022). Pengaruh motivasi belajar dan minat belajar terhadap hasil belajar ipa peserta didik pada era merdeka belajar. *Jurnal Holistika*, 6(2), 108-114.
- Ricardo & R. L. Meilani. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2(2), 188-209.
- Rofiuddin, A. N., & D. Darmawan. (2024). Pengaruh Disiplin Belajar terhadap Hasil Belajar pada Mata Pelajaran Pendidikan Agama Islam Siswa Sekolah Menengah Atas Setingkat. *Journal Of Early Childhood And Islamic Education*, 3(1), 110-127.
- Rosit, M. (2021). Pengaruh status sosial ekonomi orang tua, motivasi belajar dan lingkungan belajar terhadap hasil belajar mata pelajaran IPS siswa MTs. Raden Fatah tahun pelajaran 2019/2020. *Jurnal Penelitian Dan Pendidikan IPS*, 15(1), 33-37.
- Sapihatin, M. (2019). Pengaruh Media Pembelajaran dan Motivasi Belajar terhadap Hasil Belajar Menyimak Bahasa Indonesia. *Diskursus: Jurnal Pendidikan Bahasa Indonesia*, 2(03), 235-243.
- Sari, D. P., Y. Yana., & A. Wulandari. (2021). Pengaruh Self Efficacy dan Motivasi Belajar terhadap Hasil Belajar Matematika Siswa MTs Al-Khairiyah Mampang Prapatan di Masa Pandemi COVID-19. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 13(1), 1-11.
- Sobandi, R. (2017). Pengaruh Motivasi Belajar terhadap Hasil Belajar Bahasa Indonesia pada Siswa Kelas VIII MTS Negeri 1 Pangandaran. *Diksatrasi: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 1(2), 306-310.
- Utama, Z. P., M. Maison., & A. Syarkowi. (2018). Analisis kemampuan bernalar siswa SMA Kota Jambi. *Jurnal Penelitian Pembelajaran Fisika*, 9(1), 1-5.
- Zainudin, A. (2024). Teacher Strategies To Increase Student Learning Motivation. *ZAHRA: Research and Tought Elementary School of Islam Journal*, 5(2), 137-148.