

A DESCRIPTIVE STUDY OF THE RELATIONSHIP BETWEEN LEARNING MOTIVATION AND FIQH PERFORMANCE AT MI DARUL QURAN

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ABSTRAK

Fiqh sebagai salah satu mata pelajaran inti dalam pendidikan Islam di madrasah Indonesia memiliki peran penting dalam membentuk karakter dan penalaran moral siswa yang islami. Namun demikian, hasil belajar dalam mata pelajaran ini sering kali belum mencapai standar yang diharapkan, dengan motivasi belajar siswa sering disebut sebagai salah satu faktor utama yang memengaruhi. Penelitian ini bertujuan untuk mengkaji hubungan antara motivasi belajar siswa dengan capaian akademik mereka dalam mata pelajaran Fiqh di MI Darul Quran, Sawangan, Depok. Dengan menggunakan pendekatan deskriptif kuantitatif, penelitian ini menganalisis data dari 93 siswa kelas VI melalui dua instrumen terpisah: angket skala Likert untuk mengukur motivasi belajar dan nilai Fiqh dari evaluasi akhir semester. Hasil penelitian menunjukkan bahwa meskipun 92% siswa memiliki tingkat motivasi belajar yang tinggi, khususnya motivasi intrinsik, hanya 18,27% yang mencapai hasil akademik tinggi dalam Fiqh. Kesenjangan ini mengindikasikan bahwa motivasi saja tidak cukup untuk menjamin keberhasilan akademik, dan perlu adanya integrasi strategi pembelajaran yang efektif, keterlibatan guru, dukungan keluarga, serta lingkungan belajar yang kontekstual. Studi ini menegaskan pentingnya model pembelajaran holistik yang mampu menjembatani motivasi dengan pencapaian kognitif, serta memberikan implikasi praktis untuk peningkatan kualitas pendidikan Islam di madrasah tingkat dasar. Penelitian selanjutnya disarankan untuk menggunakan desain data berpasangan guna memahami hubungan kausal antara variabel motivasi dan prestasi akademik secara lebih mendalam.

Kata Kunci: *motivasi belajar, hasil belajar, pendidikan Fiqh, madrasah Islam, motivasi intrinsik, strategi pembelajaran, keterlibatan siswa.*

ABSTRACT

Fiqh, as a core subject in Islamic education within Indonesian madrasahs, plays a vital role in shaping students' moral reasoning and Islamic character. However, academic outcomes in this subject often do not meet expected standards, with learning motivation frequently identified as a major contributing factor. This study explores the relationship between students' learning motivation and their academic performance in Fiqh at MI Darul Quran, Sawangan, Depok. Utilizing a quantitative descriptive approach, the research analyzed responses from 93 sixth-grade students through separate instruments: a Likert-scale motivation questionnaire and end-of-semester Fiqh scores. The findings reveal that while 92% of students exhibited high levels of learning motivation, particularly intrinsic motivation, only 18.27% achieved high academic performance in Fiqh. This disparity suggests that motivation alone is insufficient for academic success and highlights the importance of integrating effective pedagogical strategies, teacher involvement, family support, and contextual learning environments. The study underscores the need for holistic instructional models that bridge motivation with cognitive outcomes, offering practical implications for improving Islamic education in primary-level madrasahs. Future research is recommended to employ paired-data designs to better understand the causal relationship between motivational and academic variables.

Keywords: *learning motivation, academic achievement, Fiqh education, Islamic madrasah, intrinsic motivation, instructional strategy, student engagement.*

INTRODUCTION

In the context of Islamic education in Indonesian madrasahs, Fiqh stands as one of the core subjects that significantly contributes to the development of students' Islamic character and moral reasoning. Despite its central role, the learning outcomes in this subject often fall short of educational expectations. One of the recurring challenges is the low level of student motivation, which has a direct impact on academic achievement. Learning motivation is a key psychological factor that influences how deeply students engage with instructional content, sustain their attention, and persevere in the learning process. Generally, students who possess high motivation demonstrate greater participation, a stronger desire to understand concepts, and tend to achieve better academic results than their less motivated peers (Gordeeva, Sychev, Pshenichnuk, & Sidneva, 2018).

Nevertheless, motivation alone is not sufficient to ensure academic success. The teacher's role remains critical in shaping students' enthusiasm and guiding their learning behavior. Active teacher involvement, especially in the form of emotional encouragement and motivational feedback, has been shown to strengthen students' interest and engagement. Hafizah (2024) reported that 78% of students experienced an increase in learning motivation due to consistent and supportive interactions with their teachers. This reinforces the notion that teachers are not merely content deliverers, but also motivators and facilitators who create positive and inspiring learning environments. In Islamic education, the strategic role of the teacher becomes even more pronounced, particularly in shaping students' spiritual and intellectual development. Teachers of Islamic Religious Education are expected to recognize the causes behind students' learning disengagement and apply instructional approaches that are both responsive and relevant. Varied teaching methods, contextual material delivery, and psychological support are among the strategies recommended to enhance students' motivation and learning outcomes. In contrast, instructional content that is delivered rigidly and without regard to student needs may hinder learning progress and instructional goals (Rifa'i, 2019).

In addition to the pedagogical factors, Fiqih education in madrasahs also faces subject-specific challenges. These include limited access to quality learning resources, differences in students' cognitive readiness to comprehend abstract religious concepts, and uneven levels of motivation within classrooms. Bustomi (2025) notes that these structural and psychological barriers require adaptive and student-sensitive instructional models to ensure meaningful learning experiences.

Preliminary observations conducted at MI Darul Quran in Sawangan, Depok, revealed that some students lacked the enthusiasm to fully participate in Fiqih lessons. A pre-survey administered to 120 sixth-grade students showed that 40 students, or approximately 33.3%, scored below the Minimum Mastery Criteria (KKM) of 70, requiring them to attend remedial programs. This data signals a critical issue that warrants deeper investigation, particularly regarding the interplay between motivation and student learning outcomes.

Although many prior studies have explored the relationship between motivation and academic achievement in general, few have focused specifically on Fiqih within the context of primary madrasahs in urban-fringe communities like Sawangan, Depok. Additionally, there remains a lack of empirical data that captures how local factors, such as teacher roles and family support systems, influence motivation in Fiqih learning. This study aims to address that gap by examining the empirical relationship between learning motivation and students' academic performance in Fiqih, grounded in a socio-educational context marked by distinct cultural and economic characteristics.

RESEARCH METHODOLOGY

This study employed a quantitative descriptive approach due to the non-paired nature of the data collected. The variables under investigation namely, students' learning motivation and their achievement in Fiqh subjects then they were derived from different instruments and were not linked at the individual respondent level. In other words, it was not possible to identify which students with high motivation also achieved high academic performance in Fiqh, thus precluding the use of inferential statistical analyses such as Pearson correlation or Chi-square test of independence.

As a result, the analysis focused on univariate descriptive statistics, presenting the distribution of responses within each variable through frequency tables, percentages, and

bar charts. This method allows the researchers to explore general patterns in the dataset, providing an overview of students' motivational profiles as well as the overall distribution of their Fiqh learning outcomes.

Although no inferential testing was conducted, the findings offer valuable insight into the learning context at the school under study and can serve as a foundational basis for further research. Future investigations are encouraged to employ a paired-data design to enable more robust statistical analysis and to examine potential relationships between the two variables in greater depth.

RESULTS AND DISCUSSION

This section presents the findings of the study based on the analysis of data collected from sixth-grade students at MI Darul Quran Sawangan Depok. The results are structured to provide a comprehensive understanding of students' learning motivation, their academic performance in the Fiqh subject, and the relationship between these two variables. Through a combination of descriptive and interpretive analysis, this section aims to highlight key patterns that emerge from the data, while also contextualizing them within existing theoretical and empirical frameworks.

The discussion is organized into three main parts: (1) the level of students' learning motivation, based on intrinsic and extrinsic factors; (2) students' academic achievement in Fiqh, measured through end-of-semester evaluations; and (3) the relationship between motivation and academic performance, analyzed to explore how internal drive and external influences may or may not translate into measurable learning outcomes.

1.LEARNING MOTIVATION

The following table presents data on the level of learning motivation among sixth-grade students at MI Darul Quran Sawangan Depok. This data was collected through the distribution of a questionnaire designed to measure various aspects of motivation, both intrinsic and extrinsic, in order to provide a comprehensive overview of the internal and external factors influencing students' learning processes.

Table 1. Students' Motivation

Number	Motivation	Indicator	Mean
1	Internal	Desire to succeed	4,2

		Presence of desire and need for learning	4,19
		Existence of hopes and aspirations for the future	4,6
Mean			4,33
2	External	Presence of rewards in the learning process	4
		Engagement in interesting or stimulating learning activities	4,2
Mean			4,1

Based on the table above, it can be observed that sixth-grade students at MI Darul Quran Sawangan Depok exhibit higher levels of intrinsic motivation compared to their extrinsic motivation. The highest indicator is "the existence of hopes and aspirations for the future," with an average score of 4.6. The finding that students' intrinsic motivation surpasses extrinsic motivation in Fiqh learning has significant implications for the design of more personalized and long-term educational strategies. Dominant intrinsic motivation reflects that students' drive to learn stems from self-awareness, personal aspirations, and spiritual orientation toward the future, rather than from external incentives or pressures.

This aligns with the view of Nufus (2023) within the cognitive theory framework, which asserts that intrinsic motivation is purer, more enduring, and independent of external influences, thereby fostering greater stability in the learning process. Support for this finding is also reinforced by the research of Turyadi et al. (2024), who found that the primary factor influencing students' motivation to study Fiqh is the intrinsic drive within the learners themselves. This indicates a consistent trend across various Islamic educational institutions, both formal madrasahs and pesantren, that intrinsic motivation is a key variable in the success of religious education.

In light of this, teachers and educational institutions are encouraged to design pedagogical approaches that go beyond instructional methods to nurture the personal and spiritual dimensions of students. For example, teachers can embed religious meaning in every lesson, relate learning materials to students' life contexts and future goals, and incorporate practices such as self-reflection, character development, and value-based contextual learning. Such strategies are more effective in encouraging active participation, learning consistency, and resilience in the face of challenges.

Moreover, it is crucial to develop guidance and counseling programs rooted in Islamic values to help students formulate life visions, strengthen their intention to seek knowledge for the sake of Allah SWT, and view learning as part of self-actualization and devotion. Thus, motivation in Fiqh learning becomes not merely a technical aspect of education, but an integral part of students' spiritual and character development.

This means that efforts by teachers to enhance students' motivation can no longer rely solely on praise, rewards, quizzes, or punishment (Suhandi, 2023), but must instead be directed toward strategies that cultivate intrinsic learning awareness and focus on internally driven motivation.

Table 2. Categories of Motivation

Number	category	Sum	Precentage (%)
1	High	86	92
2	Modarate	6	6,4
3	Low	1	1
Total		93	100

The table above presents the distribution of learning motivation levels among sixth-grade students at MI Darul Quran Sawangan Depok, based on measurements obtained using a Likert-scale questionnaire instrument. Out of a total of 93 student respondents, the vast majority, 86 students (92%), fall into the high motivation category. This indicates that most students possess a strong drive to learn, encompassing both intrinsic and extrinsic aspects of motivation.

Meanwhile, 6 students (6.4%) are categorized as having a moderate level of motivation, suggesting that their motivation is adequate but not yet optimal. Only 1 student (1%) is classified in the low motivation category, signaling the need for further attention in fostering and strengthening their learning motivation. Although this represents a small percentage, such a case should not be overlooked. Students with low motivation are at risk of disengagement and may encounter difficulties in achieving optimal learning outcomes. To address this issue, educators are encouraged to implement targeted strategies such as individualized guidance, emotionally supportive learning environments, and providing opportunities that help students experience success and

build confidence. Furthermore, teachers should identify specific psychological or contextual factors that may be contributing to a student's lack of motivation.

According to Conesa, Onandia-Hinchado, Duñabeitia, & Moreno (2022), the fulfillment of students' basic psychological needs, which include the need for autonomy, competence, and relatedness, is positively associated with intrinsic motivation and learning engagement. This finding suggests that enhancing motivation among students, particularly at the elementary and junior high school levels, can be effectively achieved by addressing their psychological well-being. When students feel capable, connected, and have a sense of choice in their learning, they are more likely to engage actively and develop a sustained interest in academic activities. Therefore, a learning environment that supports these fundamental needs is crucial to ensuring that every student, including those who initially show low motivation, can thrive both emotionally and academically.

Overall, this distribution reflects that the learning environment at MI Darul Quran Sawangan Depok has successfully fostered a conducive atmosphere for learning, promoting high levels of student motivation. The high proportion of students in the "high motivation" category also serves as a significant indicator supporting the achievement of optimal learning outcomes in Islamic Religious Education (PAI), particularly in the subject of Fiqh.

2. STUDENTS' SCORE IN FIQH

The following table presents the academic achievement data of sixth-grade students at MI Darul Quran Sawangan Depok, obtained from their end-of-semester evaluation scores in the Fiqh subject. This data reflects students' academic performance in relation to the basic competencies outlined in the national curriculum. The purpose of presenting this data is to provide an empirical overview of the effectiveness of the learning process and the extent to which students have mastered the instructional content.

In the national assessment system, student achievement is typically classified according to the standards stipulated in Ministry of Education and Culture Regulation (Permendikbud) No. 23 of 2016, as implemented in the 2013 Curriculum. According to this regulation, score ranges are categorized into several levels: A (86–100) for excellent, B (70–85) for good, and C (55–69) for sufficient. These classifications serve as a national benchmark for evaluating the attainment of learning objectives.

However, in educational research practice, score classifications are often adapted or simplified by researchers to facilitate more operational statistical analyses. A commonly used alternative classification divides student scores into three categories: high (≥ 85), moderate (70–84), and low (< 70). This classification is considered more practical for analyzing relationships between variables, such as the correlation between learning motivation and academic performance, because it provides a sufficiently representative gradient without compromising the essence of academic assessment. Thus, this classification not only serves as a quantitative interpretive framework but also remains aligned with the principles of national education policy.

Table 3. Students' Score in Fiqh

Number	Cateories	Sum	Percentage
1	High	17	18,27 %
2	Moderate	60	64,51%
3	Low	16	17,20%
Total		93	100%

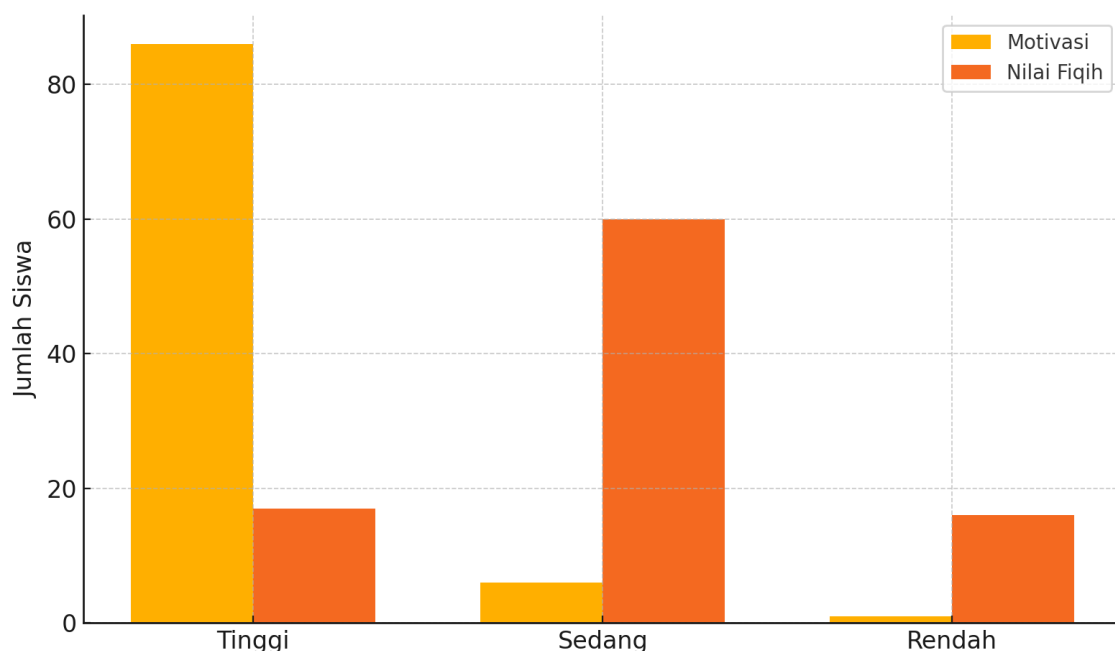
The following table presents the frequency distribution of academic achievement in Fiqh among sixth-grade students at MI Darul Quran Sawangan Depok, classified into three categories: high, moderate, and low. Out of a total of 93 student respondents in this study, 17 students (18.27%) fall into the high category, meaning they obtained scores of ≥ 85 , indicating excellent academic performance in the Fiqh subject. The majority of students—60 individuals (64.51%)—are in the moderate category, with scores ranging from 70 to 84. This suggests that most students have achieved the Minimum Competency Criteria (KKM), although not yet at an optimal level. Meanwhile, 16 students (17.20%) fall into the low category, with scores below 70, indicating a need for further attention and improvement in the learning process.

This distribution demonstrates that, overall, most students have achieved satisfactory learning outcomes, with over 80% falling within the moderate and high categories. This reflects the effectiveness of the learning process in supporting students' cognitive development, although a small proportion of students still require targeted instructional interventions to meet the expected competency standards.

3. RELATIONSHIP BETWEEN LEARNING MOTIVATION AND FIQH PERFORMANCE AT MI DARUL QURAN

In this study, the researcher presents a comparison between the distribution of students' learning motivation levels and their academic achievement in the Fiqh subject. Although the data are not paired. It means it is not specifically known which students simultaneously possess high motivation and high academic scores, but descriptive analysis can still provide a general overview of potential patterns of relationship between the two variables.

Figure 1. Comparison of the Distribution of Students' Learning Motivation and Fiqh Scores



The research findings reveal a significant gap between students' levels of learning motivation and their academic achievement in the Fiqh subject. Based on questionnaire results, 92% of students were categorized as having high learning motivation. However, only 18.27% achieved high scores in the final evaluation of Fiqh. This condition indicates that high motivation does not necessarily correlate directly with high academic performance. Although numerous studies have found that motivation, particularly intrinsic motivation, contributes positively to student learning outcomes (Umar et al., 2023; Utami et al., 2024;), this study suggests that motivation alone may not be sufficient.

These findings imply the presence of other influencing factors beyond motivation that affect students' academic achievement. This conclusion aligns with Jamhuri (2017), who argued that improving learning outcomes in Fiqh cannot rely solely on learning motivation but must be supported by enhancements in instructional quality. Such improvements include increasing student discipline, extending allocated learning time, and improving teacher competence in delivering subject matter. In other words, high motivation must be accompanied by effective instructional strategies and a supportive learning environment to yield significant academic improvements.

Furthermore, this conclusion is reinforced by the study of Zaenudin (2015), which demonstrated that implementing the "Bingo" strategy in Fiqh learning significantly improved students' academic performance. This strategy encourages active student participation and reduces teacher-centered dominance. When students are directly and actively involved, their motivation is more likely to translate into a deeper understanding of the material and better academic results. Thus, student-centered instructional strategies can serve as a bridge between motivation and academic achievement.

Amrullah (2023) also found that using a structured and systematic direct instruction model helps students grasp Fiqh material, which is often considered abstract and difficult. This model not only enhances academic performance but also encourages students to apply Fiqh values in their daily lives. This demonstrates that appropriate teaching strategies contribute not only to comprehension but also to the contextual internalization of Islamic values.

In a similar vein, Lisnawati (2024) emphasized that students' learning outcomes are more optimal when instruction is contextual and problem-based, aligning with students' everyday experiences. Such approaches enable students to connect the material with their own realities, thereby facilitating deeper understanding. Another recommendation for teachers is to apply holistic, student-centered strategies (Virgantoro & Rofiqi, 2025).

Additionally, the family environment is another factor that must be considered in improving student achievement. This aligns with the findings of Wulandari et al. (2024) and Widiastuti (2024), which show that a positive family environment plays a crucial role in student academic success, especially at the elementary level. One of the most significant aspects is parental involvement. This includes encouraging consistent study habits at home, assisting students when they face academic challenges, and providing

adequate study facilities such as desks and school supplies. Even for students who prefer to study independently, the presence and support of parents serve as strong motivators for maintaining consistent learning habits at home.

Moreover, the atmosphere of the home environment is highly influential. A quiet and conducive home allows students to focus and complete assignments effectively. In contrast, a busy household, filled with television, frequent gatherings, or noisy surroundings, often disrupts concentration and impedes learning (Mario, 2023).

Lastly, to reinforce innovative teaching approaches, gamification can serve as an effective strategy to bridge motivation and academic outcomes. According to Solikha (2025), gamification refers to the application of game elements in educational settings. It offers an innovative instructional strategy by integrating elements such as competition, collaboration, and interactivity into the learning process. This approach enhances student motivation, encourages active participation, and fosters a more positive attitude toward learning. The inclusion of features like points, rewards, progress tracking, and challenges creates an engaging environment that aligns well with the preferences of today's digital-native learners. This is consistent with the findings of Cho, Yeo, Hwang, & Yang, (2022) whose study demonstrated that students who engaged in virtual learning environments embedded with gamified components showed significantly higher motivation and better learning outcomes compared to those in traditional classrooms.

If appropriately applied, the integration of gamification into Islamic Religious Education, particularly in subjects such as Fiqh, holds promising potential. Fiqh, which involves the study of Islamic laws and practices, can benefit greatly from interactive digital tools that simulate real-life scenarios, provide quizzes, and reinforce key concepts through engaging methods. Previous research has also indicated that the use of educational technology not only increases student motivation but also leads to improvements in academic performance. Therefore, implementing technology-based approaches such as gamification in the teaching of Fiqh may serve as an effective means of enhancing both student engagement and mastery of essential religious knowledge.

It means this approach holds strong potential for enhancing Fiqh instruction, particularly in boosting student engagement and reinforcing both conceptual understanding and practical values.

In conclusion, this discussion highlights that while learning motivation is a critical prerequisite, it is not sufficient by itself to achieve optimal learning outcomes. Motivation must be accompanied by the application of appropriate instructional strategies. Participatory, contextual, game-based, and structured approaches have proven effective in transforming motivation into measurable academic performance. Therefore, teachers are encouraged not only to focus on building motivation but also to design learning processes that actualize that motivation into concrete academic success.

CONCLUSION

The findings of this study reveal a complex interplay between learning motivation and academic achievement in the Fiqh subject among sixth-grade students at MI Darul Quran Sawangan Depok. While the majority of students demonstrated a high level of intrinsic motivation, especially in terms of future aspirations and personal drive. This was not proportionally reflected in their academic performance, with only a small percentage achieving high scores in Fiqh assessments. This discrepancy suggests that motivation alone, although essential, does not guarantee academic success.

The data underscore the importance of integrating motivation with effective pedagogical strategies. Intrinsic motivation must be supported by instructional approaches that are contextual, participatory, and values-driven. The research highlights the need for meaningful learning environments, the active involvement of students in the learning process, and the use of innovative methods such as gamification to enhance engagement and comprehension.

Moreover, the role of external factors, such as family support and home learning conditions, emerged as critical in influencing students' academic outcomes. A supportive and structured home environment, coupled with parental encouragement, further strengthens the learning process and helps bridge the gap between motivation and performance. This finding aligns with literature that highlights the importance of various indicators of school and psychological well-being in children and adolescents as key contributors to academic success Chiappetta-Santana, Jesuino, & Lima-Costa, (2022) Psychological well-being, often understood as the presence of emotional stability, a sense of belonging, and self-worth, plays a pivotal role not only in adults but also in young learners, particularly at the elementary school level. Among the most influential

determinants of this well-being are positive relationships with parents and teachers. Interactions between students and their families, as well as with teachers at school, significantly shape their motivation, confidence, and engagement in learning (Bae, 2015). Therefore, fostering a nurturing home environment and a supportive school climate should be prioritized as foundational strategies to enhance both the emotional and academic development of students.

In summary, while high motivation is a crucial foundation, it must be complemented by a holistic educational ecosystem that includes qualified instruction, active student participation, value-based content, and environmental support. Only through such an integrated approach can learning motivation be effectively translated into consistent academic achievement in Islamic education, particularly in the subject of Fiqh.

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