

Comparison Between Intrinsic and Extrinsic Motivation of Students in Islamic Religious Education and Moral Values Subjects

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Abstract

Purpose: To compare students' intrinsic and extrinsic motivation in Islamic Religious Education and Ethics subjects. This research explores how these motivations affect student engagement, academic performance, and long-term interest. This research seeks to understand their impact on learning outcomes by analyzing internal and external motivational factors. The findings will provide insights for developing effective and meaningful learning experiences in these subjects. This study used a quantitative comparative design to compare students' intrinsic and extrinsic motivation in Islamic Religious Education and Cultivation subjects. Data were collected through questionnaires that measured both types of motivation. This study found that students' intrinsic motivation is more dominant than extrinsic motivation in learning Islamic Religious Education and Ethics. The analysis results show that students are more driven by an internal desire to understand the material and apply religious values. Research implications/limitations. The implication of this study is the importance of designing learning that fosters intrinsic motivation, for example, with a value-based approach. The limitations of this study include the limited sample size and the fact that it does not consider social and cultural factors that can affect motivation. Originality/value: This research provides new insights into comparing intrinsic and extrinsic motivation in the context of learning Islamic Religious Education and Ethics, which is expected to help educators design more effective and meaningful learning for students.

Kata kunci:

Motivasi Ekstrinsik;
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Abstrak

Tujuan - Untuk membandingkan motivasi intrinsik dan ekstrinsik siswa dalam mata pelajaran Pendidikan Agama Islam dan Budi Pekerti. Penelitian ini bertujuan untuk mengeksplorasi bagaimana motivasi ini mempengaruhi keterlibatan siswa, kinerja akademik dan minat jangka panjang. Dengan menganalisis faktor motivasi internal dan eksternal, penelitian ini berusaha untuk memahami dampaknya terhadap hasil pembelajaran. Temuan ini akan memberikan wawasan untuk mengembangkan pengalaman belajar yang efektif dan bermakna dalam mata pelajaran ini. Desain/metode/pendekatan - Penelitian ini menggunakan desain komparatif kuantitatif untuk membandingkan motivasi intrinsik dan ekstrinsik siswa dalam mata pelajaran Pendidikan Agama Islam dan Budi Pekerti. Data dikumpulkan melalui kuesioner yang mengukur kedua jenis motivasi tersebut. Temuan - Penelitian ini menemukan bahwa motivasi intrinsik siswa lebih dominan dibandingkan motivasi ekstrinsik dalam belajar Pendidikan Agama Islam dan Budi Pekerti. Hasil analisis menunjukkan bahwa siswa lebih didorong oleh keinginan internal untuk memahami materi dan menerapkan nilai-nilai agama. Implikasi/keterbatasan penelitian - Implikasi dari penelitian ini adalah pentingnya mendesain pembelajaran yang menumbuhkan motivasi intrinsik, misalnya dengan pendekatan berbasis nilai. Keterbatasan penelitian ini antara lain jumlah sampel yang terbatas dan tidak

mempertimbangkan faktor sosial dan budaya yang dapat mempengaruhi motivasi. Keaslian/nilai - Penelitian ini memberikan wawasan baru mengenai perbandingan motivasi intrinsik dan ekstrinsik dalam konteks pembelajaran Pendidikan Agama Islam dan Budi Pekerti, yang diharapkan dapat membantu para pendidik dalam mendesain pembelajaran yang lebih efektif dan bermakna bagi peserta didik.

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INTRODUCTION

Learning motivation is a fundamental aspect of the educational process, particularly in the teaching of Islamic Religious Education (PAI) and moral values. In this context, motivation is generally categorized into two main types: intrinsic and extrinsic motivation (ALrasheedy et al., 2025; Rizki et al., 2025). Both types play a crucial role in encouraging students to learn, understand, and practice the religious and moral values taught in schools (Gedecho & Kim, 2024; Siddique, 2024). A compelling phenomenon worth exploring is how students respond to PAI and moral values education based on the type of motivation they possess whether it arises from internal or external factors (Apologia et al., 2024; Helm et al., 2020; Raoof et al., 2024; Rozak, 2024). This study is essential to be published as it directly relates to the effectiveness of PAI in shaping students' character holistically.

The cultivation of motivation, both intrinsic and extrinsic, represents a cornerstone in the educational development of students, particularly within the realms of Islamic Religious Education and Moral Values subjects (Zuhaerani, 2021). The attainment of learning objectives in religious education is significantly intertwined with learning motivation, fostering intensity and continuity in the learning process (Aseery, 2024). Motivation, broadly categorized into extrinsic and intrinsic forms, profoundly impacts a student's academic journey (Dennis R Buckmaster & Natalie J Carroll, 2008; Ryan & Deci, 2000; Schunk & Zimmerman, 2012). Understanding these motivational forces is crucial for educators and parents alike, as it allows for the creation of environments that foster a genuine enthusiasm for learning and moral development (Zhang, 2023). While some students exhibit a natural inclination towards learning, others necessitate external encouragement and stimulation to ignite their interest (Buckmaster & Carroll, 2008). It has been established that students demonstrating high academic motivation are more likely to achieve greater academic success and exhibit lower dropout rates (Naz et al., 2020). Therefore, a comprehensive examination of the nuances of intrinsic and extrinsic motivation within the context of Islamic Religious Education and Moral Values is not just pertinent but essential for optimizing educational outcomes and fostering holistic student development (Vulley, 2020).

Existing literature has extensively explored the theoretical underpinnings of intrinsic and extrinsic motivation, delineating their distinct characteristics and influences on learning (Ryan & Deci, 2000). However, there remains a palpable gap in the empirical research specifically addressing the interplay of these motivational factors within the unique context of Islamic Religious Education and Moral Values subjects

(Istiyani et al., 2024; Manan et al., 2024; Sa'adah et al., 2023). National surveys highlight student motivation as a primary concern for educators, underscoring the urgent need for practical strategies grounded in established motivational principles (Williams & Stockdale, 2004). Many studies often examine motivation in general academic settings, overlooking the specific nuances and challenges encountered in religious education (Ifani & Kartiwi, 2024; Ma'arif et al., 2022; Sholihah et al., 2024). While the understanding of motivation in education has advanced, the unique motivational factors within Islamic education remain underexplored, highlighting the novelty of this study (Fuller & Woods, 2021; Talmi et al., 2018). Previous studies have addressed the role of teachers as motivators in Islamic Religious Education, distinguishing between their function as intrinsic and extrinsic motivators (Rianawati et al., 2020). This distinction emphasizes the teacher's role in stimulating students' inner interests and providing external rewards (University of Dubrovnik, Department of Economics and Business, Croatia & Serdarević, 2023). Moreover, research indicates that integrating motivational elements into teaching strategies can significantly improve student engagement during the learning process (Maulia et al., 2022) (Tamimi, 2023; Tang et al., 2020; Zhang, 2023). The existing literature, while valuable, often lacks a focused investigation into the specific factors that either promote or hinder intrinsic and extrinsic motivation in these subjects, particularly within diverse educational settings.

Numerous previous studies have discussed the importance of motivation in learning, both in general and within the context of PAI. Several studies highlight that intrinsic motivation tends to have a more positive impact on long-term learning outcomes, while extrinsic motivation is more effective in promoting short-term achievement (Fitriya et al., 2025; Mappaenre et al., 2022; Munawir et al., 2024). However, only a few studies have specifically compared these two types of motivation within the context of PAI and moral values subjects. Moreover, most prior research has focused on the impact of motivation on general academic performance without considering the unique religious and moral dimensions embedded in PAI. Therefore, this study seeks to address this gap and contribute new insights to the literature on learning motivation in Islamic education.

The main objective of this study is to compare students' intrinsic and extrinsic motivation in learning Islamic Religious Education and moral values. This study aims to complement the limitations of previous research by presenting more specific and contextual empirical data. Using a quantitative approach, this research attempts to understand students' motivational tendencies and the factors that influence them within the framework of religious and moral value-based learning.

Through this study, the researcher intends to examine whether there is a significant difference between students' intrinsic and extrinsic motivation in learning PAI and moral values. The hypothesis to be tested is that intrinsic motivation has a stronger influence on student engagement and understanding in the learning process compared to extrinsic motivation. Therefore, the findings of this study are expected to

serve as a reference for developing more effective and value-oriented teaching strategies in Islamic education.

METHODS

This study uses a quantitative approach with a comparative design to compare the intrinsic motivation and extrinsic motivation of students in Islamic Religious Education and Budi Pekerti subjects. The population in this study was class VIII students, with samples taken from class VIII A students of SMP Negeri 3 Sukanagara, Cianjur Regency, with a total of 30 students. Data were collected through the distribution of questionnaires designed to measure both types of motivation. The questionnaire consisted of two main sections: first, a section measuring intrinsic motivation, i.e. the extent to which students learn based on their personal interest, satisfaction and belief in the values taught in Islamic Religious Education and Budi Pekerti; and second, a section measuring extrinsic motivation, i.e. external factors such as the expectation of getting good grades, approval from parents or teachers, and the influence of prizes or rewards. This questionnaire was distributed in its entirety to students in class VIII A of SMP Negeri 3 Sukanagara, Cianjur Regency, with a total of 30 students out of a total of 88 students in class VIII consisting of 3 classes A, B and C. After the data is collected, a comparative analysis is conducted to determine whether there is a significant difference between the intrinsic and extrinsic motivation of students in both subjects. The results of this study are expected to provide a deeper understanding of how the two types of motivation affect students' engagement and achievement in Islamic Religious Education and Culture (Carpino et al., 2019).

RESULT AND DISCUSSION

Result

In the results of this study, the results of the Validity test, Normality test, Homogeneity test, descriptive statistics, and Anova test will be included.

Table 1. Case Processing Summary

Case Processing Summary

Group		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Data	Intrinsic motivation	30	100.0%	0	.0%	30	100.0%
	Extrinsic motivation	30	100.0%	0	.0%	30	100.0%

Based on the results of calculations using SPSS, that all question items totaling 14 questions from each group are 100% valid.

Table 2. Tests of Normality

group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Data Intrinsic motivation	.295	30	.000	.701	30	.000
Extrinsic motivation	.095	30	.200*	.959	30	.294

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The results of the Intrinsic Motivation normality test obtained (sig.) of 0.000 the normality test significance level is > 0.05 . because the value obtained from the results of the intrinsic Motivation normality test is $0.000 < 0.05$, it can be said that the variable is not normal.

Extrinsic Motivation normality test results obtained (sig.) of 0.200. The normality test significance level is > 0.05 . because the value obtained from the normality test results of Intrinsic motivation is $0.200 > 0.05$, it can be said that the variable is normal.

Table 3. Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Data Based on Mean	11.906	1	58	.001
Based on Median	12.027	1	58	.001
Based on Median and with adjusted df	12.027	1	56.303	.001
Based on trimmed mean	12.335	1	58	.001

The results of the homogeneity test of Intrinsic Motivation and Extrinsic Motivation obtained (sig.) .001. because the value obtained is $0.001 < 0.05$, it is said that the variance of the population groups of intrinsic and extrinsic motivation data is not the same (not homogeneous).

Table 4. Descriptives

Data

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Intrinsic motivation	30	32.9333	3.24763	.59293	31.7206	34.1460	22.00	35.00
Extrinsic motivation	30	25.8333	6.14808	1.12248	23.5376	28.1291	13.00	35.00
Total	60	29.3833	6.04809	.78080	27.8209	30.9457	13.00	35.00

From the mean scores, intrinsic motivation has a higher mean than extrinsic motivation. This shows that overall, intrinsic motivation is more dominant or more influential than extrinsic motivation in the context of this data.

Table 5. ANOVA Test
Data

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	756.150	1	756.150	31.281	.000
Within Groups	1402.033	58	24.173		
Total	2158.183	59			

Based on the table above, it can be seen that the p-value is 0.00 or smaller than the alpha value of 0.05. Thus, it can be concluded that with a significance level of alpha 0.05, it can be said that the variance of test scores in the two groups is significantly different.

Discussion

The results showed that all items used in measuring intrinsic and extrinsic motivation were valid. This confirms that the instrument used is able to accurately measure both motivation constructs. The validity of this instrument is very important in the context of learning Islamic Religious Education and Ethics, because it ensures that the results obtained truly reflect students' motivation in learning religious and moral values (Ida & Musyarofah, 2021).

Based on the normality test, intrinsic motivation has an abnormal data distribution (sig. $0.000 < 0.05$), while extrinsic motivation has a normal distribution (sig. $0.200 > 0.05$). The asymmetry of the distribution on intrinsic motivation may reflect a more centralized response pattern, where many students have relatively high levels of intrinsic motivation. In contrast, the normally distributed extrinsic motivation suggests wider variation in how students respond to external factors. In learning Islamic Religious Education and Budi Pekerti, high intrinsic motivation indicates that students are driven by an internal desire to understand and apply religious values in their lives (Hassan & Berkovich, 2024). Therefore, learning designed to foster intrinsic motivation can focus on activities relevant to students' lives, such as spiritual reflection, discussion of moral values, or experiential learning (Kevin et al., 2024).

The results of the homogeneity test showed that the variance between intrinsic and extrinsic motivation was not homogeneous (sig. $0.001 < 0.05$). This inhomogeneity indicates a different pattern of data distribution between the two variables (Bickici Arian & Kahya, 2019). Intrinsic motivation that tends to be more centralized than extrinsic motivation indicates that students' internal drive is more stable and consistent,

while extrinsic motivation tends to be more influenced by contextual factors. In learning Islamic Religious Education and Budi Pekerti, this can be the basis for emphasizing the strengthening of intrinsic motivation, such as through giving meaningful assignments that touch on students' spiritual aspects, rather than relying solely on external rewards such as grades or praise (Usmadi, 2020).

The higher average intrinsic motivation (32.93) compared to extrinsic motivation (25.83) indicates that overall, students are more driven by internal factors than external factors. In learning Islamic Religious Education and Budi Pekerti, this is very relevant because the main purpose of learning is to shape the character of students who have strong moral and spiritual awareness. Teachers can capitalize on this dominance of intrinsic motivation by integrating inspiring religious values, such as exemplary stories of prophets and companions, in every learning process (Amin, 2024).

The ANOVA test results showed a significant difference between intrinsic and extrinsic motivation ($\text{sig. } 0.000 < 0.05$). This finding confirms that the two types of motivation have different influences in the learning context (Cayubit, 2022). The dominant intrinsic motivation can be an indicator of successful learning of Islamic Religious Education and Budi Pekerti, where students learn not because of external encouragement, but because of an internal desire to understand and apply religious values in their lives (Nurbaedi et al., 2022). Value-based learning and reflection approaches can be more effective in increasing student engagement than traditional methods that rely solely on external rewards (Siregar et al., 2024).

In the context of Islamic Religious Education and Ethics, this result has broad implications. Teachers can design learning strategies that emphasize intrinsic aspects, such as giving students the freedom to explore religious values according to their interests, or encouraging them to understand the relevance of religious teachings in everyday life (Kwarikunda et al., 2022; Sintasari & Lailiyah, 2024). Meanwhile, extrinsic motivation can be used selectively to complement intrinsic motivation, for example by rewarding certain achievements to strengthen students' self-confidence (Yang et al., 2022).

The research results show that students' intrinsic motivation is higher compared to extrinsic motivation in Islamic Religious Education and Ethics learning. This aligns with the Self-Determination Theory, which emphasizes that the need for competence, autonomy, and relatedness are the primary drivers of intrinsic motivation (Setiawan & Saputro, 2025). Herzberg also explains that achievement, responsibility, and the meaning of work drive individuals to engage deeply in learning activities. These findings indicate that students are motivated by internal drives to understand and apply religious values, rather than simply external pressures (Octavia, 2021).

In contrast, extrinsic motivation is influenced by external factors such as family encouragement, environment, and rewards. Based on Behaviorism theory, individuals are motivated to act due to external consequences, such as praise or rewards (Neviyarni & Nirwana, 2024). However, this type of motivation tends to be unstable as it heavily depends on external conditions. Therefore, PAI learning should emphasize

strengthening intrinsic motivation, with extrinsic motivation used as a strategic complement.

CONCLUSION

Intrinsic motivation has a far more dominant influence than extrinsic motivation in learning Islamic Religious Education and Ethics. This finding challenges the long-standing belief that external factors such as rewards or praise are more decisive in determining learning success. On the contrary, this research affirms that internally motivated students have a stronger connection with religious values and are more driven to internalize religious teachings daily. With this understanding, Islamic Religious Education and Ethics learning should be redesigned to emphasize strengthening intrinsic motivation, leading to a more soul-touching approach that is more relevant to students' spiritual lives. This finding opens up great opportunities for systematic changes in the religious education curriculum, with a deeper focus on character development, spirituality, and a more authentic, long-lasting understanding of religious values.

This study shows that intrinsic motivation has a more dominant influence than extrinsic motivation in learning Islamic Religious Education and Ethics. This finding challenges the long-standing belief that external factors, such as rewards or praise, play a more decisive role in determining learning success. On the contrary, this research affirms that intrinsically motivated students have a stronger connection with religious values and are more driven to internalize religious teachings daily. With this understanding, Islamic Religious Education and Ethics learning should be redesigned to focus more on strengthening intrinsic motivation, leading to a more soul-touching approach that is more relevant to students' spiritual lives.

Although this study provides valuable insights, there are several limitations to consider. First, the study sample was limited to a specific group of students, reducing the findings' generalizability. Second, the cross-sectional nature of the research limits the understanding of how motivation changes over time. Furthermore, this study only focuses on Islamic Religious Education, and future research should compare different religious education systems. Future studies could also examine the long-term impact of intrinsic motivation on students' moral and ethical development and explore the relationship between teacher-student interactions in enhancing intrinsic motivation..

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