

The Influence of Teacher's Role on Students' Motivation to Learn Fiqh at Nurul Iman Islamic Boarding School: A Quantitative Study

Dadi Sutrisna^{*}, Aniyatussaidah², Sadarela³, Retno Ayu Atikah Dewi⁴,
Suprihatin⁵, Mulyadi⁶

¹Islamic Religious Education Study Program, Institut Nida El Adabi, West Java

^{*}corresponding author: anis.darmi03@gmail.com

Abstract

Qur'anic Fiqh education plays a vital role in shaping students' religious understanding, commitment, and daily worship practices within Islamic educational institutions. This study investigates the influence of the teacher's role on students' motivation to learn Fiqh at Nurul Iman Islamic Boarding School. Grounded in Self-Determination Theory, the research explores how teacher encouragement, classroom engagement, and personal connection contribute to students' intrinsic motivation.

Using a quantitative correlational method with an ex-post facto design, this study involved a sample of 30 students from five dormitories. Data were collected through questionnaires and analyzed using simple linear regression. The results indicate a statistically significant influence of the teacher's role on students' learning motivation, with an R value of 0.686 and R² of 0.470, meaning that 47% of the variance in student motivation can be explained by the teacher's role. The findings highlight that Fiqh teachers are not merely transmitters of knowledge but serve as key motivators who provide praise, rewards, emotional support, and guidance. These strategies help foster a supportive and engaging classroom environment that meets students' psychological needs for autonomy, competence, and relatedness. The study underscores the importance of equipping teachers with effective motivational strategies to enhance students' engagement and learning outcomes in religious education.

Keywords: *teacher's role, motivation, Fiqh education, Islamic boarding school*

Introduction

Education plays a fundamental role in addressing the challenges of contemporary developments, particularly in the context of globalization, which demands competitiveness on global scale. Quality education is essential for producing high-calibre human resources capable of competing effectively in a globalized world. Consequently, the enhancement of human capital through education remains a critical priority. Education is a deliberate, conscious, and responsible process conducted by adults to guide children towards maturity and continuous

development. Mustadi (2020) states that education is a conscious effort carried out by an educator and planned as well as possible with predetermined goals. Education is expected to cultivate responsible and competent individuals who can resolve life's challenges. Thus, education is a central factor in shaping future generations. The functions and objectives of education are explicitly stated in Law No. 20 of 2003 on the National Education System, Article 3, which asserts that national education functions to develop the capabilities and shape the character and civilization of a nation. Its goal is the

holistic development of learners to become faithful and devoted individuals to God Almighty, possessing noble character, health, knowledge, competence, creativity, independence, and democratic as well as responsible citizenship.

In this context, the role of educators in Islamic studies, particularly Fiqh teachers, is critical for motivating and guiding students to develop religious dispositions through teaching and facilitating the practice of worship such as ablution, prayer, and fasting. Effective Fiqh instruction requires clear explanation, motivation, and consistent guidance to foster students' commitment to worship and daily religious practice. Teachers are not only responsible for transferring knowledge but also hold a moral and spiritual obligation to inspire students to integrate religious duties into their daily lives. Religious adherence is not formed instantly but is the result of a continuous process of education, direct experience, and consistent practice. In the context of Fiqh learning, teachers play a crucial role in fostering religious awareness through clear explanations, motivating guidance, and assistance in practicing acts of worship. Thus, Fiqh teachers do not merely function as content deliverers but also as mentors in shaping the students' religious character.

Azis and Mustakim (2023) emphasize that Fiqh teachers have a strategic role as facilitators in building students' worship habits, particularly in performing congregational prayers. Teachers not only encourage students to engage in worship but also actively accompany them in carrying it out. This approach fosters a more personal and emotional connection between teacher and student, ultimately strengthening students'

awareness of the importance of consistent religious practice. In line with this, Sabariah, Ramadhani, Pramita, & Hanim (2021) found a significant relationship between the role of Fiqh teachers and the formation of congregational prayer habits, indicating that teachers' active involvement in guiding students has a concrete impact on their religious behaviour.

Within the context of Islamic boarding schools such as Nurul Iman, where Fiqh education is a core component of the curriculum, the relationship between teachers and students, as well as the methods employed by teachers, plays a vital role in the learning process. Therefore, it is important to understand how the teacher's role influences students' motivation to learn Fiqh as a foundation for building stronger understanding and practice of Islamic teachings among learners.

Nurul Iman Islamic Boarding School is recognized for academic achievement and high moral standards. Achieving these outcomes necessitates patient, diligent teaching that motivates students and facilitates comprehension. However, recent observations indicate that students face significant challenges in understanding Fiqh lessons, partly due to insufficient motivation. This hampers their ability to absorb instructional content and consequently diminishes their religious practice. Thus, the role of the teacher in motivating students remains paramount. The effectiveness of Fiqh education is evidenced by observable changes in students, where mastery of Fiqh knowledge becomes a guiding principle in their devotion to Allah SWT.

Fiqh education is indispensable as it governs the practical aspects of worship in alignment with the teachings of Prophet

Muhammad SAW, who emphasized adherence to the Qur'an and Sunnah as safeguards against misguidance, stating, "I leave behind two matters to you, if you hold firmly to both, you will never be led astray forever. They are the Book of Allah (the Qur'an) and my Sunnah (traditions)." Worship practices entail specific procedures and legal stipulations detailed in Islamic jurisprudence. Therefore, it is imperative for teachers to provide motivation and guidance on the importance of Islamic law education, especially in Fiqh knowledge.

Despite the recognized importance of Fiqh education, empirical evidence reveals a persistent lack of student motivation and comprehension in Fiqh subjects, which adversely affects their religious practice. Previous studies have not sufficiently explored the specific role of teacher motivation strategies in enhancing students' understanding and practice of Fiqh within the context of Islamic boarding schools. This study aims to address this gap by examining the pivotal role of teachers in motivating students to improve their understanding and application of Fiqh knowledge at Nurul Iman Islamic Boarding School. By focusing on motivational dynamics and their impact on learning outcomes and religious adherence, the research contributes new insights into effective pedagogical approaches in Islamic education.

Methods

This research utilized a quantitative approach with a correlational ex-post facto design. The quantitative method was chosen to objectively examine the strength and direction of the relationship between two variables: the teacher's role

(independent variable) and students' motivation to learn Fiqh (dependent variable). As emphasized by Creswell and Poth, quantitative research allows researchers to measure variables numerically and test hypotheses through statistical analysis. The ex-post facto design was considered appropriate because the phenomena under study had already occurred and were not subject to experimental manipulation.

The population of the study comprised students from Dormitories One through Five at Pondok Pesantren Nurul Iman, Cibungbulang, Bogor, with a total of 43 students. From this population, a sample of 30 students was selected using purposive sampling. This technique was applied to ensure that the participants were students who had consistently participated in Fiqh classes and were therefore in a position to provide relevant information regarding the teacher's role and their own learning motivation.

The primary research instrument was a questionnaire consisting of 20 items, divided evenly between the two variables. The Teacher's Role scale included 10 statements designed to capture aspects such as encouragement, support, clarity of instruction, and teacher-student interaction. The Learning Motivation scale also comprised 10 statements, addressing dimensions like interest, effort, persistence, and goal orientation. Each item was measured using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

To ensure validity, the instrument underwent expert review by specialists in Islamic education and educational psychology. Feedback from this review was used to revise ambiguous or unclear items.

A pilot test was then conducted with a separate group of students, and the results yielded high reliability coefficients: Cronbach's alpha was 0.84 for the Teacher's Role scale and 0.87 for the Learning Motivation scale, indicating good internal consistency.

Questionnaires were administered directly to students in their respective dormitories. Before completing the questionnaire, participants were briefed on the purpose of the study and assured that their participation was voluntary and anonymous. All responses were treated confidentially, and the data were used solely for academic purposes.

For data analysis, responses were processed using SPSS version 25. Descriptive statistics were used to summarize the data.

A simple linear regression analysis was conducted to examine the influence of the teacher's role on students' motivation to learn. The regression formula used was:

$$Y = a + bX,$$

where Y represents students' motivation, X represents the teacher's role, a is the constant, and b is the regression coefficient. Prior to regression analysis, standard statistical assumptions were tested, including normality, linearity, and homoscedasticity, all of which were met satisfactorily. These tests ensured the suitability of the data for regression analysis and strengthened the validity of the findings.

In conducting this research, ethical principles were strictly upheld. Students provided informed consent, participation was voluntary, and no identifying information was collected. The study was carried out with the full knowledge and support of the school administration, and all

data were handled in accordance with academic research standards.

Results and Discussion

To determine whether there is a significant influence of the Teacher's Role (X) on Learning Motivation (Y), a simple linear regression analysis was conducted. The results of the ANOVA test are presented in the following table:

Anova ^a						
mod el		Sum of Squar es	d f	Mean Squa re	F	Sig .
1	Regress ion	403.85 8	1	403.8 58	24.8 34	.00 0 ^b
	Residua l	455.34 2	2 8	16.26 2		
	total	859.2 00	2 9			

Based on the results of the simple linear regression analysis presented in the ANOVA table, it is found that the F value is 24.834 with a significance value (Sig.) of 0.000. Since the significance value is less than the 0.05 threshold ($p < 0.05$), it can be concluded that the regression model is statistically significant. This means there is a significant influence of the Teacher's Role (X) on Learning Motivation (Y) among students.

Thus, overall, the regression model is appropriate to explain the relationship between the teacher's role and students' learning motivation. These results indicate that the greater the teacher's role perceived by students, the higher their learning motivation.

Following the results of the simple linear regression analysis that indicated a statistically significant relationship between the independent and dependent variables, further details regarding the

model's explanatory power are presented in the Model Summary table.

Table below provides information on the strength of the correlation between the Teacher's Role and Learning Motivation, as well as the proportion of variance in the dependent variable explained by the model. The table includes key statistical indicators such as the correlation coefficient (R), the coefficient of determination (R Square), the adjusted R Square, and the standard error of the estimate. These values offer a comprehensive overview of the model's overall fit and predictive capability.

Model Summary				
model	R	R Square	Adjusted R Square	Std.Error of the estimate
1	.686 ^a	.470	.451	4.03264

a. Predictors: (Constant), jumlah

The results of the model summary from the simple linear regression analysis. The correlation coefficient (R) is 0.686, indicating a strong and positive relationship between the Teacher's Role and Learning Motivation. The R Square value of 0.470 means that approximately 47% of the variance in students' learning motivation can be explained by the teacher's role, while the remaining 53% is influenced by other factors not included in the model.

The results of the simple linear regression analysis, as previously presented, demonstrate a significant influence of the teacher's role on students' learning motivation. This section discusses the findings in relation to previous studies and relevant theoretical frameworks, highlighting their implications and possible interpretations.

The results of this study indicate that there is a statistically significant influence of the teacher's role on students' motivation to learn Fiqh at Pondok Pesantren Nurul Iman. This finding highlights the essential contribution of teachers in shaping not only the cognitive aspects of learning but also the emotional and psychological readiness of students to engage with religious education. In the context of pesantren, where religious values are deeply embedded in the curriculum, the teacher is often viewed as both an educator and a role model. This dual function gives the teacher a unique position to influence students' learning attitudes and motivation levels.

In interpreting the results, it is important to refer to the theoretical framework underpinning this study, namely Self-Determination Theory (SDT) developed by Deci and Ryan in 1985. According to this theory, intrinsic motivation is developed and sustained when individuals experience fulfillment of three fundamental psychological needs: autonomy, competence, and relatedness. In a classroom setting, particularly in Fiqh education, students are more likely to be intrinsically motivated when they are allowed to take part actively in the learning process (autonomy), when they feel capable of understanding and applying the material (competence), and when they feel emotionally connected to their teachers and peers (relatedness).

The findings of this research suggest that teachers at Nurul Iman Islamic Boarding School are playing a significant role in meeting these needs. When students perceive their teachers as supportive, attentive, and communicative, it fosters a classroom climate that encourages active participation and sustained interest.

Teachers who offer praise, constructive feedback, and personal attention are not only delivering content but also building emotional trust. This is consistent with the views expressed by Miftahussurur (2024), who found that Fiqh teachers who employ motivational techniques such as verbal encouragement, tangible rewards, and cooperative learning activities are more successful in stimulating students' engagement and enthusiasm. These approaches are effective because they directly respond to students' psychological needs as described in SDT.

Similarly, Mawaddah (2022) emphasized the importance of recognition and symbolic rewards in building a strong emotional connection between students and their learning. Her research demonstrated that when students feel valued by their teachers, they are more likely to develop a positive attitude toward religious subjects such as Fiqh. This is especially relevant in pesantren contexts, where the teacher-student relationship often extends beyond the classroom and includes moral and spiritual guidance. The current study supports this view, confirming that the teacher's role is central to fostering not only academic understanding but also spiritual and emotional growth.

Furthermore, the study by Wulandari (2024) revealed that student-centered teaching methods, which include open discussions, problem-based learning, and contextual applications of Fiqh principles, have a substantial impact on increasing students' motivation. These findings complement the results of this study, which show a strong correlation between the perceived role of the teacher and students' willingness to engage with the subject matter. When teachers implement

interactive and responsive instructional strategies, students feel more involved and competent, which leads to greater intrinsic motivation.

In addition to supporting existing literature, the present study contributes new insights by quantifying the strength of the relationship between the teacher's role and learning motivation. The statistical analysis showed that 47 percent of the variance in student motivation can be explained by the teacher's role. This is a considerable proportion, affirming the teacher's impact. However, it also implies that the remaining 53 percent is influenced by other factors not explored in this study. These factors could include peer influence, parental support, previous learning experiences, personal interest in religious knowledge, quality of learning materials, institutional culture, or even spiritual atmosphere within the pesantren. Understanding these other influences is important for developing a more holistic view of student motivation, and future research should consider exploring these additional dimensions through qualitative methods or mixed-methods approaches.

When compared with studies conducted in other Islamic boarding schools across Indonesia, similar patterns emerge. Research by Syafi'i (2023) in East Java found that students' enthusiasm for learning Fiqh increased significantly when teachers adopted a more interactive and dialogical approach. Likewise, Lestari (2022) in West Sumatra observed that students' motivation was strongly linked to the emotional connection they had with their teachers. These studies reinforce the idea that the teacher-student relationship plays a vital role in shaping attitudes and behaviors toward religious learning, and this is

consistent across various regional and cultural contexts within the country.

Taken as a whole, the results of this study affirm that teachers who are pedagogically competent, emotionally supportive, and responsive to students' needs contribute significantly to enhancing students' motivation to learn Fiqh. The classroom becomes not only a space for intellectual development but also a setting for emotional engagement and spiritual growth. Therefore, institutions such as Nurul Iman Islamic Boarding School should invest in ongoing teacher development programs that emphasize motivational teaching strategies grounded in psychological theory. By doing so, teachers will be better equipped to create learning environments that foster both academic achievement and personal development.

Conclusion

This study has demonstrated that the teacher's role significantly influences students' motivation to learn Fiqh at Nurul Iman Islamic Boarding School. The quantitative findings revealed a strong and positive relationship, with the teacher's role accounting for 47% of the variance in learning motivation. These results underscore the critical function of teachers in fostering a motivating learning environment, particularly in religious education contexts.

Practically, the findings suggest the need for targeted teacher training programs that emphasize motivational strategies, including the development of supportive classroom relationships, the use of positive reinforcement, and student-centered teaching approaches. Curriculum designers should also consider incorporating

pedagogical models that empower teachers to meet students' psychological needs, as emphasized by Self-Determination Theory. However, this study is not without limitations. It was conducted in a single Islamic boarding school with a relatively small sample size, which may limit the generalizability of the findings. Additionally, the reliance on self-reported data could introduce bias due to social desirability or inaccurate self-assessment by respondents.

For future research, broader studies involving multiple institutions and more diverse student populations are recommended to enhance generalizability. Researchers may also consider employing mixed-methods or experimental designs to explore causal mechanisms more deeply and capture the nuanced aspects of teacher-student interactions in religious education settings.

References

- Azis, M., & Mustakim, M. (2023). Peran guru fiqh dalam pembiasaan keaktifan shalat berjamaah siswa Madrasah Aliyah Negeri 1 Kulon Progo, Yogyakarta. *Indonesian Journal of Teaching and Teacher Education*, 3(1), 15–21. <https://doi.org/10.58835/ijtte.v3i1.135>
- Bustomi, A., Ehwanudin, E., & Irhamudin, I. (2025). The role of the Ustadz in improving the understanding of Fiqh of students' class 6 at Ibtidaiyyah Islamic Darul Falah. *International Journal on Advanced Science, Education, and Religion*, 8(1), 482–492.

<https://doi.org/10.33648/ijoaser.v8i1.876>

Islamic Education Studies, 1(2), 209-220.

<https://doi.org/10.47467/tarbiatuna.v1i2.608>

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8th ed.). McGraw-Hill Education.
- Hafizah, N. (2024). The role of teachers in enhancing students' understanding of fiqh material at MA Muallimin NW Gunung Rajak. *Journal of Education, Teaching, and Learning*, 1(3), 108–114.
- Miftahussurur, M. (2024, January). *Teachers' efforts in increasing students' motivation for learning the Islamic religion at Madrasah Aliyah Nurul Jadid*. In *Proceeding of International Conference on Education, Society and Humanity* (Vol. 2, No. 1, pp. 1101–1108).
- Mustadi, A. (2020). *Landasan Pendidikan Sekolah Dasar*. UNY Press.
- Mawaddah, N. (2022). The Drill Method for Increasing Motivation to Learn FIQH for Middle School Students. *ETDC: Indonesian Journal of Research and Educational Review*, 2(1), 10–19. <https://doi.org/10.51574/ijrer.v2i1.655>
- SabariahH., RamadhaniI., PramitaS., & HanimM. (2021). Peranan Guru Fiqih Terhadap Pembinaan Sholat Berjama'ah Siswa Kelas IX MTs Jam'iyah Mahmudiyah Desa Batu Melenggang. *Tarbiatuna: Journal of*