

THE RELATIONSHIP BETWEEN LEARNING INTEREST AND INTRINSIC MOTIVATION OF STUDENTS AT QBS SMP IT CAHAYA INSANI

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Abstract

This study aims to determine the relationship between learning interest and intrinsic motivation among students at QBS SMP IT Cahaya Insani. The research employs a quantitative approach with a correlational method to analyze the relationship between two variables: learning interest (variable X) and intrinsic motivation (variable Y). Data were collected through a questionnaire using a scaling method, which was designed to measure the intensity or level of agreement of respondents with statements related to intrinsic motivation and learning interest. The questionnaire was distributed to 43 students from classes 9A and 9B, selected using purposive sampling from a total population of 132 students. The selection criteria were based on the assumption that these students, having spent more time in school compared to students in grades 7 and 8, would have a higher level of maturity in terms of learning interest and intrinsic motivation. Data analysis was conducted using IBM SPSS Statistics version 25 to ensure the validity, reliability, and robustness of the model used in this research. The results of the study indicate a positive and significant relationship between intrinsic motivation and students' learning interest. This is evidenced by a Pearson correlation value of 0.528, which is greater than the critical value ($0.528 > 0.294$), with a significance value of 0.000, which is less than 0.05 ($0.000 < 0.05$). The effective contribution of intrinsic motivation to learning interest was found to be 27.9%, while the remaining 72.1% was influenced by other variables not included in this study.

Keywords: *Intrinsic Motivation; Learning Interest; Student.*

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara minat belajar dengan motivasi intrinsik pada siswa QBS SMP IT Cahaya Insani. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasi untuk menganalisis



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hubungan antara dua variabel, yaitu minat belajar (variabel X) dan motivasi intrinsik (variabel Y). Data dikumpulkan melalui kuesioner yang menggunakan metode skala, di mana instrumen ini dirancang untuk mengukur intensitas atau tingkat persetujuan responden terhadap pernyataan-pernyataan yang berhubungan dengan motivasi intrinsik dan minat belajar. Kuesioner ini disebarikan kepada 43 siswa kelas 9A dan 9B, yang dipilih menggunakan teknik purposive sampling dari total populasi 132 siswa. Analisis data dilakukan menggunakan IBM SPSS Statistics versi 25. Hasil penelitian menunjukkan bahwa terdapat hubungan positif dan signifikan antara motivasi intrinsik dengan minat belajar siswa. Hal ini ditunjukkan oleh nilai Pearson Correlation sebesar 0,528, yang lebih besar dari r tabel ($0,528 > 0,294$), dengan nilai signifikansi sebesar 0,000 yang lebih kecil dari 0,05 ($0,000 < 0,05$). Sumbangan efektif motivasi intrinsik terhadap minat belajar adalah sebesar 27,9%, sementara sisanya sebesar 72,1% dipengaruhi oleh variabel lain.

Kata Kunci: Motivasi Intrinsik; Minat Belajar; Siswa.

INTRODUCTION

Education plays a crucial role in shaping individuals' intellectual and character development (Islamic et al., 2024; Komalasari & Yakubu, 2023; Komariah & Nihayah, 2023; Suciati et al., 2023). Beyond academic achievement, education also fosters moral values, social skills, and personal growth. Therefore, educational systems are expected to create learning environments that support both cognitive and affective development (Abdullah et al., 2025; Cukurova, 2025; Fawaid et al., 2024; Fitrianto, 2025; Najiburrohman et al., 2025; Sharma et al., 2025; Wang, 2023).

In Indonesia, educational institutions are generally categorized into boarding and non-boarding systems. Boarding schools provide structured environments where students live and learn under continuous supervision, enabling intensive academic, social, and spiritual development (Darwanto et al., 2024; Fadlin et al., 2024; Karim et al., 2025; Kartiko et al., 2026). This model is particularly relevant in Islamic-based institutions such as Quranic Boarding Schools (QBS), which integrate national curricula with religious and character education.

One example is the Quranic Boarding School (QBS) at SMP IT Cahaya Insani, Temanggung, which combines the Merdeka Curriculum with Qur'anic learning and Islamic values. Students participate in structured daily routines, including academic learning, Qur'an memorization, and character-building activities. While this holistic system is designed to support students' development, it also requires strong adaptation and sustained learning motivation.

However, preliminary findings indicate that not all students demonstrate optimal learning engagement. Interviews with teachers revealed that some

students show low learning motivation, such as lack of focus, incomplete assignments, and passive participation. This condition suggests that a structured boarding environment does not automatically ensure strong student motivation.

Research has consistently shown that intrinsic motivation plays a central role in students' learning processes. Febriyanti et al. (2024) found that students with high intrinsic motivation tend to achieve better academic outcomes due to internal satisfaction and self-driven engagement. Similarly, Grassinger et al. (2024) explained that intrinsic motivation is closely associated with students' well-being and positive learning experiences.

In addition, learning interest is an important factor that supports intrinsic motivation. Renninger et al. (2026) emphasized that interest, along with self-efficacy and a sense of belonging, significantly influences students' engagement in learning activities. Mawaddaturrohmah (2022) also found that students with high learning interest tend to be more active, persistent, and enthusiastic in the learning process.

Furthermore, learning environments play a crucial role in shaping students' intrinsic motivation. Meulenbroeks et al. (2024) demonstrated that supportive and inquiry-based learning environments can significantly enhance students' intrinsic motivation. In the context of Islamic boarding schools, motivation is influenced by both internal and external factors, including adaptation to structured routines and social interactions within the dormitory environment, as explained by Febriandika et al. (2024).

Nevertheless, there remains a clear empirical gap. Most previous studies have examined learning interest and intrinsic motivation in general or non-boarding school settings. Research specifically focusing on boarding school or Quranic Boarding School (QBS) environments is still limited. This is important because students in boarding schools experience unique conditions, such as continuous supervision, intensive schedules, limited interaction with family, and integration of academic and religious learning.

These characteristics may influence how learning interest and intrinsic motivation develop and interact. However, empirical evidence explaining the relationship between these two variables in QBS settings remains insufficient and underexplored. Therefore, research in this specific context is necessary to provide a more comprehensive understanding of student motivation in boarding school environments.

Based on this background, this study aims to examine the relationship between learning interest and intrinsic motivation among students at SMP IT Cahaya Insani. The research question is: Is there a relationship between learning

interest and intrinsic motivation among students in a Quranic Boarding School (QBS) setting?

RESEARCH METHODS

According to Sugiyono (2016), a population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn. Meanwhile, a sample is a part of the number and characteristics possessed by that population. A sample is considered representative of the population because it is selected systematically using specific techniques.

In this quantitative study, which aims to examine the relationship between students' learning interest and intrinsic motivation at SMP IT Cahaya Insani, the sampling technique used was purposive sampling. From the total population of 132 students, both female and male, the researcher selected a sample of 43 students from classes 9A and 9B. This selection was based on the criterion that ninth-grade students have spent a longer time in school compared to seventh- and eighth-grade students, and are therefore expected to have a higher level of maturity in terms of learning interest and intrinsic motivation. The selected sample is expected to provide relevant and in-depth information regarding the variables under study.

The data collection method used in this study was a questionnaire. A questionnaire is a method employed by researchers to collect data by distributing sheets containing statements or questions that must be answered by respondents and then returned to the researcher. More specifically, the instrument used for data collection was a questionnaire based on a scaling method. A scale-based questionnaire is a research instrument consisting of a number of systematically arranged statements or questions. The main purpose of this type of questionnaire is to measure the intensity or level of respondents' agreement with a given statement. This instrument was used to reveal the indicators of the research variables, namely intrinsic motivation and students' learning interest at SMP IT Cahaya Insani.

The scale-based questionnaire contains statements that are constructed as items derived from the indicators of the variables being studied. The questionnaire employs a response scale that allows respondents to provide varied answers. The responses are measured using a Likert scale (strongly agree, agree, disagree, strongly disagree). The scale is developed based on the indicators of the variables being measured and includes two types of statements: favorable statements and unfavorable statements.

In this study, data analysis was conducted using a quantitative method with a correlational approach. The correlational method was employed to identify and analyze the relationship between two variables, namely learning interest (variable X) and students' intrinsic motivation (variable Y). The data analysis process was carried out through a series of statistical tests using IBM SPSS Statistics version 25 to ensure the validity, reliability, and accuracy of the research model used.

1. Instrument Validity Test

The first stage was the validity test, which aims to determine the extent to which the instrument used can measure what it is intended to measure. In this study, the variables measured were intrinsic motivation and students' learning interest. The validity test was conducted to ensure that each item in the questionnaire is appropriate for measuring the intended variables.

There are two types of validity tests conducted in this study. The first is content validity through expert or professional judgment, and the second is validity testing using the SPSS version 25 application.

a. Content Validity (Expert Judgment)

Content validity is an assessment conducted to determine the relevance of items to the indicators of the variables being measured, using logical reasoning and common sense (Rusticus, 2024; Sireci, 1998). This assessment requires agreement from competent evaluators (professional or expert judgment). In this study, expert judgment was conducted through consultation with a lecturer from STIT Ihsanul Fikri, Mrs. Asfiah, S.Pd., Gr.

b. Validity Test (Corrected Item-Total Correlation)

The second validity test was conducted using IBM SPSS Statistics version 25. To determine which items are valid or invalid, the following criteria were applied:

- 1) If the calculated r-value (r count) \geq r table, the item is considered valid.
- 2) If the calculated r-value (r count) \leq r table, the item is considered invalid.

The r count value can be seen in the Item-Total Statistics table, specifically in the Corrected Item-Total Correlation column. The r table value in this study was determined based on a sample size of 43 students, with degrees of freedom (df) calculated as $(n-2)$, resulting in $df = 41$. With $df = 41$ and a significance level of 0.05, the r table value is approximately 0.3. Therefore, if $r \text{ count} \geq 0.3$, the item is considered valid; otherwise, it is considered invalid.

2. Reliability Test

The reliability test was conducted to determine the consistency of the results obtained from the research instrument. Reliability indicates the extent to which the instrument produces consistent results when repeated under similar conditions. The reliability test was conducted using the Cronbach's Alpha formula. The reliability value can be found in the Cronbach's Alpha column in the Reliability Statistics table from the SPSS analysis results.

According to Suharsimi Arikunto, the interpretation categories for reliability values are as follows:

- a. 0.80 – 1.00: Very high reliability
- b. 0.60 – 0.79: High reliability
- c. 0.40 – 0.59: Moderate reliability
- d. 0.20 – 0.39: Low reliability
- e. < 0.20: Very low reliability

3. Normality Test

A regression model is considered good if the data distribution is close to normal. The normality test is used to determine whether the data for each research variable are normally distributed. This can be identified by examining the 2-tailed significance value: if the value is greater than 0.05, the data are considered normally distributed. Data analysis can proceed if the data meet this assumption. The normality test in this study used the Kolmogorov-Smirnov test with IBM SPSS version 25.

4. Linearity Test

The purpose of the linearity test is to determine whether there is a linear relationship between the independent variable and the dependent variable. This involves estimating the coefficient of a linear equation that includes one or more independent variables as predictors of the dependent variable. The relationship between variables must be linear. The test was conducted using the Test for Linearity feature in IBM SPSS version 25. If the significance value is less than 0.05, the variables have a linear relationship; if it is greater than 0.05, they do not have a linear relationship.

5. Hypothesis Testing

Hypothesis testing in this study used the Pearson Product-Moment correlation technique, and the results were analyzed using IBM SPSS version 25. This test aims to determine the degree of relationship between the independent variable and the dependent variable.

To determine whether the correlation coefficient is significant, it is necessary to compare it with the *r* table value. With a significance level of 5% (95%

confidence level) and a sample size of 43, the r table value is 0.294 based on the Product-Moment distribution table.

Table 1. Blueprint of Intrinsic Motivation Indicators in the Questionnaire (Before Pilot Testing)

Variable	Indicators	Favorable Items (+)	Unfavorable Items (-)	Number of Items
Intrinsic Motivation	Active engagement in learning	1, 2, 3	25, 26, 27	6
	Curiosity and desire to learn	4, 5, 6	28, 29, 30	6
	Satisfaction and enjoyment in the learning process	7, 8, 9	31, 32, 33	6
	Initiative and autonomy in learning	10, 11, 12	34, 35, 36	6
	Persistence in facing difficulties	13, 14, 15	37, 38, 39	6
	High self-confidence	16, 17, 18	40, 41, 42	6
	Goal orientation	19, 20, 21	43, 44, 45	6
	Self-reflection and self-assessment	22, 23, 24	46, 47, 48	6
Total		24	24	48

The validity and reliability of the students' intrinsic motivation questionnaire were measured using pilot test data involving 35 students outside the research sample. The selection of valid items was based on the magnitude of the correlation coefficient, with item selection criteria determined by the item-total correlation coefficient threshold.

Based on the validity test results from 35 students, 26 items of the intrinsic motivation scale met the selection criteria out of the initial 48 items, with item-total correlation coefficients ≥ 0.30 . These 26 items were therefore considered valid. The lowest coefficient value was 0.310 (Item 11), while the highest coefficient value was 0.733 (Item 33).

Furthermore, 22 items were excluded due to correlation coefficients below 0.30. These items were Item numbers 3, 4, 6, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 29, 32, 39, 41, 45, 46, 47, and 48.

The reliability analysis of the intrinsic motivation Likert-scale questionnaire yielded a Cronbach's Alpha coefficient of 0.858, exceeding the acceptable threshold

of 0.70, indicating that the instrument demonstrates satisfactory internal consistency.

Table 2. Blueprint of Learning Interest Indicators in the Questionnaire (Before Pilot Testing)

Variable	Indicators	Favorable Items (+)	Unfavorable Items (-)	Number of Items
Learning Interest	Attraction	1, 2, 3, 4, 5, 6	25, 26, 27, 28, 29, 30	12
	Engagement	7, 8, 9, 10, 11, 12	31, 32, 33, 34, 35, 36	12
	Persistence	13, 14, 15, 16, 17, 18	37, 38, 39, 40, 41, 42	12
	Focus	19, 20, 21, 22, 23, 24	43, 44, 45, 46, 47, 48	12
Total		24	24	48

Similar to the intrinsic motivation questionnaire, the validity and reliability of the students' learning interest questionnaire were assessed using pilot test data involving 35 students outside the research sample. The selection of valid items was based on the magnitude of the correlation coefficient, with the item selection criterion determined by the item-total correlation coefficient threshold.

Based on the validity test results from 35 students, 30 items of the learning interest scale met the selection criteria out of the initial 48 items, with item-total correlation coefficients ≥ 0.30 . These 30 items were therefore considered valid. The lowest coefficient value was 0.30 (Item 33), while the highest coefficient value was 0.594 (Item 13).

The remaining 18 items were excluded due to correlation coefficients below 0.30. These items were Item numbers 1, 3, 5, 6, 7, 8, 10, 14, 18, 23, 25, 28, 29, 36, 43, 44, 45, and 47.

Based on the reliability test results of the learning interest Likert-scale questionnaire, the Cronbach's Alpha value was 0.860. Since $0.860 \geq 0.70$, the learning interest Likert-scale questionnaire is considered to have satisfactory reliability.

RESULTS AND DISCUSSION

Results

This section presents the data analysis of the study, including descriptive analysis, data categorization, assumption testing to ensure that the data meet the prerequisites prior to hypothesis testing, and hypothesis testing to examine the proposed hypothesis.

1. Description of Research Data

The research data consist of two variables: the independent variable and the dependent variable. Intrinsic motivation (Y) serves as the dependent variable, while learning interest (X) acts as the independent variable. The data were obtained from questionnaire responses measuring intrinsic motivation and learning interest. These data were used to describe the research findings by comparing empirical scores and hypothetical scores.

Descriptive analysis was conducted to determine the minimum value, maximum value, range, standard deviation, and mean. The results of this analysis were then used as the basis for data categorization.

a. Intrinsic Motivation Scores

The hypothetical scores were calculated based on the intrinsic motivation questionnaire, which consisted of 26 items administered to 43 students from classes 9A and 9B at SMP IT Cahaya Insani. Each item had four response options, with scores ranging from 1 (lowest) to 4 (highest). The minimum hypothetical score was 26 (1×26), and the maximum was 104 (4×26), resulting in a score range of 78 ($104 - 26$).

For normally distributed data, the standard deviation is divided into six intervals. Thus, the hypothetical standard deviation (SD) was 13 ($78 \div 6$), and the hypothetical mean was 65, calculated as $((104 + 26) \div 2)$.

The empirical scores were obtained from respondents' questionnaire answers and processed using IBM SPSS version 25 and Microsoft Excel. The minimum empirical score was 50, and the maximum was 107, resulting in a range of 57. The empirical standard deviation was 9.525, and the empirical mean was 76.47.

b. Learning Interest Scores

The hypothetical scores for learning interest were calculated using a questionnaire consisting of 30 items administered to the same 43 students. Each item had four response options (1-4). The minimum hypothetical score was 30 (1×30), and the maximum was 120 (4×30), resulting in a range of 90 ($120 - 30$). The hypothetical standard deviation was 15 ($90 \div 6$), and the hypothetical mean was 75 $((120 + 30) \div 2)$.

The empirical scores were obtained from respondents' total questionnaire scores and processed using IBM SPSS version 25 and Microsoft Excel. The minimum empirical score was 58, and the maximum was 101, resulting in a range of 44. The empirical standard deviation was 8.084, and the empirical mean was 83.79.

Table 3. Results of Hypothetical and Empirical Score Calculations

Variable	Hypothetical Min	Max	Mean	SD	Empirical Min	Max	Mean	SD
Intrinsic Motivation	26	104	65	13	50	107	76.47	9.525
Learning Interest	30	120	75	15	58	101	83.79	8.084

2. Data Categorization

Based on the descriptive analysis above, data categorization was conducted to obtain a deeper understanding of the subjects' conditions regarding intrinsic motivation and learning interest. According to Sugiyono (2013), each scale is divided into three categories as follows:

Table 4. Data Categorization Formula

Category	Score Interval
Low	$X < \mu - \sigma$
Moderate	$\mu - \sigma \leq X < \mu + \sigma$
High	$X \geq \mu + \sigma$

Notes:

X = Subject score

μ = Hypothetical mean

σ = Hypothetical standard deviation

This formula was used to categorize both intrinsic motivation and learning interest variables.

Table 5. Categorization of Variables

Category	Intrinsic Motivation	Learning Interest
Low	$X \leq 52$	$X \leq 60$
Moderate	$52 < X \leq 78$	$60 < X \leq 90$
High	$X > 78$	$X > 90$

Table 6. Intrinsic Motivation Categorization

Category	Interval	Frequency	Percentage
Low	$X \leq 52$	1	2%
Moderate	$52 < X \leq 78$	22	51%
High	$X > 78$	20	47%

Table 7. Learning Interest Categorization

Category	Interval	Frequency	Percentage
Low	$X \leq 60$	1	2%
Moderate	$60 < X \leq 90$	33	77%
High	$X > 90$	9	21%

3. Classical Assumption Tests

a. Normality Test

The normality test was conducted to determine whether the data were normally distributed. A good regression model requires normally distributed residuals. Data are considered normal if the significance value (2-tailed) is greater than 0.05. The test was conducted using the One-Sample Kolmogorov–Smirnov Test.

Table 8. Normality Test Results

Variable	Z (Kolmogorov-Smirnov)	Sig. (p)	N	Interpretation
Intrinsic Motivation	0.092	0.833	43	Normal
Learning Interest	0.156	0.219	43	Normal

Both variables have significance values greater than 0.05, indicating that the residuals are normally distributed.

b. Linearity Test

The linearity test was conducted as a prerequisite for Pearson correlation and linear regression analysis.

Table 9. Linearity Test Results

Dependent Variable	Independent Variable	F	Sig.	Interpretation
Intrinsic Motivation	Learning Interest	37.981	0.000	Linear

The results indicate a linear relationship between intrinsic motivation and learning interest ($p < 0.05$).

c. Hypothesis Testing

The hypothesis of this study states that there is a positive and significant relationship between intrinsic motivation and students' learning interest. Hypothesis testing was conducted using Pearson Product-Moment correlation with a significance level of 5% ($N = 43$), resulting in an r-table value of 0.294.

Table 10. Hypothesis Test Results

Dependent Variable	Independent Variable	r-value	Sig.	Interpretation
Intrinsic Motivation	Learning Interest	0.528	0.000	Significant

The results show that the significance value ($0.000 < 0.05$), indicating that the hypothesis is accepted. The correlation coefficient ($r = 0.528$) is greater than r -table (0.294), confirming a positive and significant relationship.

The coefficient of determination (R^2) is 0.279 (27.9%), indicating that learning interest contributes 27.9% to intrinsic motivation, while the remaining 72.1% is influenced by other factors not examined in this study.

Discussion

The results of this study reveal a positive and significant relationship between intrinsic motivation and students' learning interest, as indicated by the correlation coefficient ($r = 0.528$) and a significance value below 0.05 . This finding confirms that students who demonstrate higher levels of learning interest tend to possess stronger intrinsic motivation. The strength of this relationship falls within the moderate category, suggesting that while learning interest plays an important role, it is not the sole determinant of intrinsic motivation.

From a psychological perspective, this finding can be explained through Self-Determination Theory (SDT) proposed by Deci and Ryan (1985), which posits that intrinsic motivation emerges when individuals engage in activities driven by internal satisfaction, curiosity, and a sense of autonomy. Learning interest acts as a catalyst for these internal processes by making learning activities more meaningful and enjoyable. When students are genuinely interested in a subject, they are more likely to experience positive emotions such as curiosity, excitement, and satisfaction, which in turn strengthen their intrinsic motivation.

In addition, this finding aligns with Pintrich's (2013) framework of motivation and learning, which emphasizes that motivation is closely linked to students' cognitive engagement and self-regulated learning. Students with high learning interest are more likely to employ effective learning strategies, maintain attention, and persist in the face of challenges. This is supported by the descriptive results of this study, which show that the majority of students fall into the moderate to high categories for both intrinsic motivation and learning interest. This pattern indicates that although students generally demonstrate a positive disposition toward learning, there is still room for improvement in maximizing both variables.

The findings of this study are consistent with previous empirical research. Febriyanti et al. (2024) found that intrinsic motivation significantly influences students' academic engagement and achievement, suggesting that internally driven learners are more active and committed in their learning processes. Similarly, Grassinger et al. (2024) highlighted that intrinsic motivation is closely associated with students' well-being and positive learning experiences. These studies reinforce the idea that intrinsic motivation is not only related to academic outcomes but also to students' psychological well-being.

Furthermore, the present findings support Renninger et al. (2026), who emphasized that learning interest, self-efficacy, and a sense of belonging are critical factors in shaping students' engagement. Learning interest, in particular, serves as a gateway to deeper learning, as it encourages students to explore, question, and actively participate in learning activities. This is also in line with Mawaddaturrohmah (2022), who reported that students with higher learning interest tend to demonstrate greater persistence, enthusiasm, and active participation in the learning process.

In terms of the learning environment, the findings of this study are consistent with Meulenbroeks et al. (2024), who demonstrated that supportive and inquiry-based learning environments can significantly enhance intrinsic motivation. Learning environments that provide opportunities for exploration, interaction, and meaningful engagement can stimulate both interest and motivation simultaneously. Therefore, the relationship between learning interest and intrinsic motivation can be understood not only as an internal psychological process but also as a dynamic interaction between students and their learning environment.

A particularly important contribution of this study lies in its focus on the Quranic Boarding School (QBS) context, which represents a unique educational setting. Students in QBS environments experience a highly structured daily routine that integrates academic learning, Qur'anic memorization, and character education. This structured system creates both opportunities and challenges for students. On one hand, it provides a supportive environment with continuous supervision and clear expectations. On the other hand, it requires students to adapt to intensive schedules and maintain sustained motivation over time.

The findings suggest that even within such a structured environment, intrinsic motivation remains a crucial factor in determining students' learning engagement. This supports the findings of Febriandika et al. (2024), who argued that students' motivation in Islamic boarding schools is shaped by both internal and external factors. While external structures such as rules, schedules, and

supervision provide guidance, they are not sufficient to ensure meaningful learning without the presence of internal motivation.

Interestingly, the coefficient of determination ($R^2 = 27.9\%$) indicates that learning interest explains only a portion of the variance in intrinsic motivation. This implies that intrinsic motivation is a multidimensional construct influenced by a variety of factors beyond learning interest. These factors may include self-efficacy, goal orientation, teacher support, peer relationships, family background, and the overall learning climate. This finding highlights the complexity of student motivation and suggests that improving learning interest alone may not be sufficient to fully enhance intrinsic motivation.

From a practical perspective, the results of this study have important implications for educators, particularly in boarding school settings. Teachers and school administrators should design learning experiences that not only deliver content but also stimulate students' interest and curiosity. This can be achieved through interactive teaching methods, contextual learning, the integration of technology, and the provision of meaningful feedback. In the QBS context, it is also important to balance structured routines with opportunities for autonomy, allowing students to develop a sense of ownership over their learning.

Moreover, fostering a supportive social environment is essential for enhancing both learning interest and intrinsic motivation. Positive relationships with teachers and peers, as well as a sense of belonging within the school community, can strengthen students' emotional engagement and motivation. This is particularly relevant in boarding school environments, where students spend most of their time within the institutional setting.

Despite its contributions, this study has several limitations. The sample size is relatively small and limited to one school, which may affect the generalizability of the findings. In addition, the study focuses only on two variables, while other potentially influential factors were not examined. Future research is recommended to include a larger and more diverse sample, as well as additional variables such as self-efficacy, learning strategies, and environmental factors, in order to provide a more comprehensive understanding of student motivation.

In conclusion, this study demonstrates that learning interest plays a significant role in shaping students' intrinsic motivation, particularly within the unique context of a Quranic Boarding School. However, intrinsic motivation is influenced by multiple factors, and therefore, a holistic approach is needed to effectively enhance students' motivation and learning engagement.

CONCLUSION

This study concludes that there is a positive and significant relationship between students' learning interest and intrinsic motivation. Students who demonstrate higher levels of learning interest tend to exhibit stronger intrinsic motivation, indicating that learning interest plays an important role in shaping students' internal drive to engage in learning activities.

These findings highlight that intrinsic motivation is not solely influenced by external structures, even in a highly regulated environment such as a Quranic Boarding School (QBS). Instead, students' internal factors, particularly their interest in learning, remain essential in sustaining engagement and participation in academic activities.

However, the contribution of learning interest to intrinsic motivation is moderate, suggesting that other factors—such as self-efficacy, teaching quality, and learning environment—also play significant roles. Therefore, efforts to enhance student motivation should adopt a holistic approach that addresses both internal and external factors.

Practically, these results imply that educators should focus on fostering students' learning interest through engaging, meaningful, and interactive learning experiences, particularly within structured boarding school environments.

This study is limited by its relatively small sample size and focus on a single institution, which may affect the generalizability of the findings. Future research is recommended to include larger samples and additional variables in order to provide a more comprehensive understanding of student motivation in boarding school contexts.

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