

The Influence of PAI Learning Outcomes and Learning Motivation on Students' Honesty Character

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Abstract

The objectives of this study are to (1) identify the impact of PAI learning outcomes on student characteristics, (2) identify the influence of learning motivation on student characteristics, and (3) identify the combined influence of learning motivation and PAI learning outcomes on student characteristics. The sample for this study involves 60 high school students in Yogyakarta. Data was collected using a questionnaire as the instrument. The classical assumptions applied include normality, multicollinearity, heteroscedasticity, and homogeneity. The hypothesis assumptions used include the t-test, coefficient of determination (adjusted R^2), F-test, and multiple linear regression. Based on the research results, (i) PAI learning outcomes did not show a significant difference in students' honesty characteristics with a value of 0.900; (ii) learning motivation showed a significant difference in students' honesty characteristics with a value of 0.000; and (iii) PAI learning outcomes and learning motivation showed an influence both exclusively and simultaneously with a value of 0.000. Based on these findings, it can be concluded that students' learning outcomes and motivation affect the characteristics of students' failure in PAI classes at high schools in Yogyakarta. This study is expected to facilitate all parties in evaluating PAI learning outcomes and gradually increasing learning motivation, in order to improve students' performance characteristics and advance research in the future.

Abstrak

Tujuan dari penelitian ini adalah untuk (1) mengidentifikasi dampak hasil belajar PAI terhadap karakteristik siswa, (2) mengidentifikasi pengaruh motivasi belajar terhadap karakteristik siswa, dan (3) mengidentifikasi pengaruh gabungan antara motivasi belajar dan hasil belajar PAI terhadap karakteristik siswa. Sampel penelitian ini melibatkan 60 siswa SMA di Yogyakarta. Data dikumpulkan menggunakan kuesioner sebagai instrumen. Asumsi klasik yang diterapkan meliputi normalitas, multikolinearitas, heteroskedastisitas, dan homogenitas. Sedangkan asumsi hipotesis yang digunakan mencakup uji-t, koefisien determinasi (adjusted R^2), uji-F, dan regresi linier berganda. Berdasarkan hasil penelitian, (i) hasil belajar PAI tidak menunjukkan perbedaan signifikan pada karakteristik kejujuran siswa dengan nilai 0,900; dan (ii) motivasi belajar menunjukkan perbedaan signifikan terhadap karakteristik kejujuran siswa dengan nilai 0,000. (iii) Hasil belajar PAI dan motivasi belajar menunjukkan pengaruh baik secara eksklusif maupun simultan dengan nilai 0,000. Berdasarkan temuan penelitian ini, dapat disimpulkan bahwa hasil belajar dan motivasi siswa memengaruhi karakteristik kegagalan siswa dalam pelajaran PAI di SMA Yogyakarta. Penelitian ini diharapkan dapat memudahkan semua pihak dalam menilai hasil pembelajaran PAI dan secara bertahap meningkatkan motivasi belajar, guna meningkatkan karakteristik kinerja siswa serta memajukan penelitian di masa depan.

Keyword: PAI learning results, learning motivation, student honesty character

Introduction

Education has an important role in shaping students' character and personality (Pala, 2011). One aspect of character that is very important to develop is honesty (Akhter & Rehman, 2021). Honesty is not only a strong moral foundation for individuals, but is also the main pillar in building a society of justice and integrity (Giuliani, Ruch, & Gander, 2020). Islamic Religious Education (PAI) in schools has a strategic role in shaping student character, including the character of honesty. Apart from that, learning motivation is also considered an important factor that can influence student character development (Solihin, 2021).

Thomas Lickona stated that character education is a deliberate effort to help someone understand, feel, and carry out basic ethical values (Lickona, 1992a, 2007). Honesty is one of the core values that must be taught in character education because it is the basis of trust and integrity needed in various aspects of life (Akhter & Rehman, 2021). Islamic Religious Education (PAI) plays a role in instilling the values of honesty through

teaching religious teachings that emphasize the importance of morals and ethics in everyday life (Lickona, 1992b).

Students' honest character can be influenced by various factors, one of which is PAI learning outcomes and learning motivation (Anwar, 2018). Students who have good PAI learning outcomes generally have a deeper understanding of the values of honesty in the Islamic religion. This understanding can encourage them to behave honestly in everyday life (Rusfiati, 2019). Learning motivation also plays an important role in forming student character (Shell, 2010). Based on motivation theory, as expressed by Abraham Maslow in his hierarchy of needs, learning motivation can be influenced by various factors including the need to achieve self-actualization (Huit, 2007). Motivated students tend to show positive behavior, including honesty, because they have an internal drive to learn and behave in accordance with the values taught (Abraham H Maslow, 2000; Navy, 2020). From Maslow's statement, it can be seen that learning motivation can also influence students' honest character (Abraham Harold Maslow, 2023). Students who have high learning motivation are generally more enthusiastic about studying PAI subject matter, including material about honesty (Hibana, Kuntoro, & Sutrisno, 2015). This spirit can encourage them to apply the values of honesty in their daily lives.

In this modern era, moral values such as honesty are increasingly being eroded, including among students. This is a concern for the world of education, especially in the context of Islamic Religious Education (PAI). As one of the essential subjects, PAI is expected to be able to instill noble character (Hendarman et al., 2019), including honesty, in students. However, in reality, there are still many students who show dishonest behavior, such as cheating on exams, lying to teachers or parents, and so on. This raises the fundamental question of how much influence PAI learning outcomes and learning motivation have on students' honest character.

Research after research continues to be carried out to uncover the veil behind this phenomenon. One interesting research comes from Mustika (2019). This research found that PAI learning outcomes have a positive influence on students' honest character. The higher the student's PAI learning outcomes, the higher the level of honesty. Similar findings were also expressed in another study by Maulida & Suprpto, (2023). This research shows that learning motivation has a significant influence on students' honest character. Students who have high learning motivation are more likely to behave honestly in various situations.

Nevertheless, these studies still leave room for further exploration. There are still other factors that have the potential to influence students' honest character, such as the influence of the family environment, the role of the teacher, and socio-cultural conditions. Therefore, related research needs to continue to be carried out by considering these various factors. It is hoped

that by understanding the factors that influence students' honest character, we can formulate appropriate strategies to instill honest values in the younger generation. Based on several relevant research studies that the author has found, the author has not found any research that discusses the impact of PAI learning outcomes and learning motivation on student behavioral characteristics. Unlike the work on this occasion, there is a discussion reviewed in it relating to the points accessed, namely a discussion regarding the influence of PAI learning outcomes and learning motivation on students' honest character. Thus, the current state of knowledge is different.

The aim of this study is to investigate the influence of PAI learning outcomes and learning motivation on student characteristics. The specific objectives of this research are: (1) to understand the impact of PAI learning outcomes on student characteristics; (2) to determine the effect of learning motivation on student characteristics; and (3) to determine the influence of learning motivation and PAI learning outcomes on student characteristics.

Method

This research adopts a quantitative approach. The type of research used is a survey which aims to identify PAI learning outcomes and learning motivation regarding students' honest character. Participants in this research were taken from 188 students of class X SMA in Yogyakarta and the sample was collected to 60 students. Data was collected through a questionnaire designed to measure PAI learning outcome variables, learning motivation, and students' honest character. Techniques and instruments use data collection from the results of questionnaires or questionnaires. The indicators for each variable are as follows.

Table. Questionnaire Grid

Variable	Indicator ²
PAI Learning Outcomes	Understanding Religious Concepts
	Skills in Carrying Out Worship
	Application of Islamic Teachings in Daily Life
Learning Motivation	Interest and interest in learning material
	Effort and Persistence in Learning
	Learning Goals and Expectations
Student Learning Outcomes	Honesty in completing assignments and exams
	Honesty in social interactions
	Honesty in conveying information

This research instrument has previously been tested for validity and reliability. The validity test in this research used the bivariate Pearson

formula with a significance level of 0.05 or 5%. Based on the results of the instrument validity test that has been carried out, it is known that in variable X1 related to PAI learning outcomes there are 28 out of 50 valid statement items, variable valid statement item. Finally, the reliability of the assessment was carried out using Cronbach's Alpha. The results show that this research is reliable, with the three variables having a Cronbach's Alpha value of more than 0.60: (1) the learning outcome variable (PAI) of 0.758, (2) the learning motivation variable of 0.807, and (3) student characteristics of 0.782. In this research, traditional assumption tests were conducted for data analysis, including testing for normality, multicollinearity, and heteroscedasticity. Subsequently, the hypothesis is evaluated using statistical methods such as the t-test, coefficient of determination, F-test, and multiple linear regression equation.

Results

Before testing the hypothesis, the test data on the influence of PAI learning outcomes and learning motivation on students' honest character in this study was tested with classical assumptions. In this research, the assumption tests used are normality, multicollinearity and heteroscedasticity. The results of the normality, multicollinearity and heteroscedasticity tests show that the data obtained is normally distributed, there are no symptoms of multicollinearity, and there are no symptoms of heteroscedasticity even though variable X₂ is indicated as having symptoms of heteroscedasticity.

The results of hypothesis testing using the t test show that the PAI learning outcome variable as X₁ can be observed if the t value is 0.126 with a significance level of 0.900 > 0.05. It can be concluded that the PAI learning outcome variable does not have a significant influence on students' honest character. And based on the coefficient of determination (Adjusted R²), a value of 0.17 is obtained. This shows that the independent variable, namely PAI learning outcomes (X₁), has an influence of around 17% on the characteristics of student honesty (Y).

Testing the influence of learning motivation on students' honest character using the t-test concluded that the learning motivation variable had a significant influence on student characteristics. Thus, the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted, indicating that the independent variable has a significant influence on the dependent variable. Based on the results of the coefficient of determination (Adjust R²), it is known that the coefficient of determination value is 0.117. This shows that the independent variable, namely Learning Motivation (X₂) has an influence of 11.7% on Student Honesty Character (Y) and the other 88.3% is influenced by other variables not included in this research.

The test results on the influence of PAI learning outcomes and learning motivation on students' honesty character show that the Learning Outcomes (X_1) and Learning Motivation (X_2) variables are able to explain the variable Honesty Character (Y) by 33.7% while the remaining 66.3% is explained by other variables. Based on the F-test, the calculated F value is 14.456 > the table F value is 3.158 and the sig. namely 0.000 < 0.05, then H_0 is rejected and H_a is accepted, meaning that the learning outcome variables and learning motivation influence the character of honesty with the regression equation: $Y = 32,052 + 0.023 X_1 + 0.506 X_2$.

Based on the results of the linear regression analysis test above, it can be concluded that the constant has a coefficient of determination of 32.052 with a positive value. This indicates that there is no relationship between the learning outcome variable (X_1) and the learning motivation variable (X_2). The typical characteristic of student honesty (Y) will decrease by around 32.052%. Then, the beta coefficient of determination for the learning outcome variable (X_1) is 0.023%. If the variable is constant and X_1 grows by 1%, then the characteristic of honesty (Y) will grow by 2.3%. The same thing applies vice versa, if it is constant and the variable X_1 decreases by 1%, then the characteristic of honesty (Y) will decrease by 2.3%. The beta coefficient of determination for the learning motivation variable (X_2) is 0.506, which means that if other variables (constant and X_2) grow by 1%, then the honesty characteristic (Y) will experience growth of 50.6%. Likewise, if other variables, constant, and variable X_2 decrease by 1%, then the characteristic of honesty (Y) will decrease by 50.6%.

Discussion

Based on the results of research regarding the influence of PAI learning outcomes on students' honest character in the t test PAI learning outcomes (X_1) on students' honest character (Y), we can observe several important points. Namely, it was found that the t value was 0.126, indicating that there was no significant relationship between PAI learning outcomes (X_1) and students' honest character (Y). This is evidenced by the t value which is smaller than 1.96 (5% significance limit). The significance level of 0.900 is greater than 0.05. This means that there is not sufficient evidence to reject the null hypothesis (H_0) which states that there is no significant influence between PAI learning outcomes and students' honest character.

The coefficient of determination (Adjusted R^2) for the PAI learning outcome variable (X_1) on the character of student honesty (Y) shows a coefficient of determination (Adjusted R^2) of 0.17. This indicates that the adjusted R^2 value of 0.17 indicates that the PAI learning outcome variable (X_1) only explains 17% of the variation in students' honest character (Y).

The remainder, namely 83%, is explained by other variables not measured in this study.

Based on statistical data analysis, it can be concluded that PAI learning outcomes do not have a significant influence on students' honest character. This means that even though students have high PAI learning outcomes, it does not necessarily mean that they will behave honestly in everyday life. It is important to remember that the character of honesty is influenced by various other factors, such as:

- 1) Influence of family environment: Families that instill the values of honesty and provide good examples to their children tend to have more honest children.
- 2) The role of the teacher: Teachers who are role models and consistent in implementing the values of honesty in the classroom can help foster the character of honesty in students.
- 3) Socio-cultural conditions: The norms and values that apply in the socio-cultural environment can also influence students' honest behavior.

Therefore, efforts to instill the character of honesty in students must be carried out comprehensively, involving collaboration between the school, family and community. Even though the results of statistical analysis show that there is no significant relationship between PAI learning outcomes and students' honest character, this does not mean that PAI does not have a role in instilling honest values. Albert Bandura explained the social cognitive learning theory (social cognitive theory) stating that humans learn through observation and imitating the behavior of other people (Bandura, 1999a). In the PAI context, students can learn about the values of honesty by observing and imitating the behavior of teachers, parents or religious figures they respect. Lawrence Kohlberg explained the developmental morality theory (Kohlberg, 1977). This theory explains that human morality develops through certain stages (Gibbs, 2003). In the early stages, individuals are encouraged to behave honestly in order to avoid punishment or obtain rewards. However, as they develop, individuals internalize the values of honesty and behave honestly because of their own moral beliefs.

Aziz (2023) explains that individuals who feel connected to a community or social group tend to behave in accordance with the norms and values of that group. In the PAI context, students who feel connected to the Muslim community and understand the values of honesty in Islam are more likely to behave honestly. Dhika (2022) explains self-control theory that individuals with high self-control are able to control their impulses and urges, including the urge to lie. Students who have high self-control are more likely to behave honestly even when there is a temptation to lie

PAI can instill the values of honesty in students through various mechanisms, such as social cognitive learning, moral internalization, community norms, and self-control. Even though PAI learning outcomes

may not directly influence the character of honesty, PAI still has an important role in shaping students' overall moral character. Further research is needed to better understand the complex relationship between PAI and the character of honesty, by considering other factors such as the influence of the family environment, the role of teachers, and socio-cultural conditions.

Based on the results of research examining the influence of learning motivation on students' honest character, the t test shows learning motivation (X_2) on students' honest character (Y), namely a t value of 5.465 indicating that there is a significant relationship between learning motivation (X_2) and students' honest character (Y). This is evidenced by the t value which is greater than 1.96 (5% significance limit). The significance level of 0.000 is smaller than 0.05. This means that there is sufficient evidence to reject the null hypothesis (H_0) which states that there is no significant influence between learning motivation and students' honest character.

The Coefficient of Determination (Adjusted R^2) of the Learning Motivation Variable (X_2) on Student Honesty Character (Y) shows a coefficient of determination (Adjusted R^2) of 0.117. This indicates that the Adjusted R^2 value of 0.117 shows that the learning motivation variable (X_2) only explains 11.7% of the variation in students' honest character (Y), the remainder, namely 88.3%, is explained by other variables not measured in this research.

Based on statistical data analysis, it can be concluded that learning motivation has a significant influence on students' honest character. This means that students with high learning motivation tend to behave more honestly in various situations. However, it should be remembered that learning motivation only explains a small part of the variation in students' honesty characteristics. Other factors, such as the influence of the family environment, the role of teachers, and socio-cultural conditions, can also influence students' honest behavior.

Motivation originates from the word "motive", which means a reason for doing something, a force that causes someone to be able to do an activity (Lomu & Widodo, 2018). In the KBBI, motivation is understood as an urge that arises within a person consciously or unconsciously to carry out an action with a specific goal (Chalid, 2010). Provide an explanation of motivation as a driving force that encourages individuals to be honest and cooperative in an effort to improve their abilities, perseverance, and efforts to achieve previously set goals. With strong motivation, students are more likely to internalize Islamic moral values such as forgiveness, compassion and honesty. Therefore, it is important for students and adults to understand and appreciate the motivation behind learning in the context of the Islamic faith (Mulyanti & Fasya, 2024). In this way, motivation refers to the drive

that drives individuals or groups to feel enthusiastic about carrying out certain activities or to achieve goals that have important meaning for them or to obtain satisfaction from their work. Therefore, motivation is an internal process that improves, strengthens and maintains performance over a period of time. Motivation can be defined as the result of existing needs (Lomu & Widodo, 2018).

Several factors can influence learning motivation in Islamic religious education. The first is people's understanding of the relevance of Islamic teachings in everyday life. If students realize that religious beliefs have little influence on their daily lives, motivation to learn may decrease. Therefore, educators need to highlight the connection between Islamic education and everyday life to increase students' learning motivation (Mulyanti & Fasya, 2024).

Motivation has varying meanings for each individual. Every person has internal motivation which is characterized by certain characteristics. For example, persistence in facing tasks, fortitude in overcoming difficulties, interest in various problems, the ability to work independently, speed of thinking when facing routine tasks, the ability to increase income, skills in resolving previously resolved problems, and interest in exploring personal affairs. One thing that can be observed is that if students have certain motivation, such as a strong desire to complete assignments, they will be consistent in achieving good grades in every assignment given (Nugroho, 2013).

Based on the results of research examining the influence of Islamic Religious Education (PAI) learning outcomes and learning motivation on students' honest character, the Adjusted R Square value is 0.337 or 33.7%. This means that the variables Learning Outcomes (X_1) and Learning Motivation (X_2) are able to explain 33.7% of the variation in students' honest character (Y). The remainder, namely 66.3%, is explained by other variables not measured in this study. As for the F test, it shows the calculated F value is 14,456, which is greater than the table F value, namely 3,158. In addition, the sig value. of 0.000 is smaller than 0.05. This means that there is a significant relationship between the variables Learning Outcomes (X_1) and Learning Motivation (X_2) with the student's honest character (Y).

Meanwhile, the multiple linear regression test shows several important points, including:

- 1) The constant coefficient value is 32,052 with a positive value. This means that without the variables Learning Outcomes (X_1) and Learning Motivation (X_2), students' honest character (Y) will increase by 32,052%.
- 2) The beta coefficient value of the Learning Outcome variable (X_1) is 0.023. If the values of other variables are constant and the Learning

Outcome variable (X1) increases by 1%, then the student's honest character (Y) will increase by 2.3%. Vice versa.

- 3) The beta coefficient value of the Learning Motivation variable (X2) is 0.506. If the values of other variables are constant and the Learning Motivation variable (X2) increases by 1%, then the student's honest character (Y) will increase by 50.6%. Vice versa.

Based on statistical data analysis, it can be concluded that:

- 1) PAI learning outcomes and learning motivation have a significant influence on students' honest character.
- 2) Learning motivation has a greater influence on students' honest character compared to PAI learning outcomes.
- 3) Increasing PAI learning outcomes and learning motivation can improve students' honest character.

Research findings show that PAI learning outcomes and learning motivation have a significant influence on students' honest character. PAI as a religious subject can help instill moral and ethical values, including honesty, in students. High learning motivation encourages students to be more diligent in studying and behave in accordance with the values they learn, including honesty.

Yuliawan & Taryatman (2020) stated that the importance of character formation in the education process. Character is defined as a set of values, attitudes and habits that individuals have and are embedded in them. Through character education, it is hoped that students can develop noble characters, such as honesty, responsibility and discipline.

Albert Bandura (1999b, 1999a) explains that humans learn through observing and imitating the behavior of other people. In the PAI context, students can learn the values of honesty by observing and imitating the behavior of teachers, parents or religious figures they respect. PAI teachers who have an honest character and are consistent in implementing honest values in the classroom can be role models for students. Likewise, parents who instill the values of honesty at home can help shape an honest character in their children. David McClelland explains that individuals who have high achievement motivation are driven by the need to achieve success and recognition (McClelland, 1987; McCombs, 1988). Students with high achievement motivation tend to be more diligent in learning and strive to achieve the best results, including behaving honestly.

High learning motivation encourages students to be more diligent in studying and behave in accordance with the values they learn, including honesty. PAI teachers can apply learning strategies that motivate students to learn and improve their achievements, including building honest character. Research findings regarding the influence of PAI learning outcomes and learning motivation on students' honest character emphasize the importance of character formation, social cognitive learning, and

achievement motivation. Efforts to instill the character of honesty in students must be carried out comprehensively by involving collaboration between the school, family and community.

Conclusion

Based on the research that has been conducted, there are several conclusions regarding the influence of PAI learning outcomes, learning motivation, and students' honest character, namely: PAI learning outcomes do not have a significant influence on students' honest character. Nevertheless, PAI still has an important role in instilling the values of honesty through social cognitive learning, moral internalization, community norms and self-control. Learning motivation has a significant influence on students' honest character. The higher the student's learning motivation, the higher the level of honesty. PAI teachers need to implement learning strategies that motivate students to learn and improve their achievements, including building honest character. PAI learning outcomes and learning motivation together have a significant influence on students' honest character. Learning motivation has a greater influence than PAI learning outcomes. Increasing PAI learning outcomes and learning motivation can improve students' honest character.

The findings of this research indicate that cultivating the character of honesty in students must be carried out comprehensively by involving various parties, such as school, family and community. Efforts to instill the character of honesty must be carried out through various approaches, such as effective PAI learning, fostering learning motivation, and creating a conducive environment. Further research needs to be carried out to better understand the complex relationship between PAI learning outcomes, learning motivation, and students' honest character by considering other factors such as the influence of the family environment, the role of the teacher, and socio-cultural conditions.

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Conflict of Interest

The authors declare that there are no conflicts of interest associated with this work. I guarantee that this submission is original and has not been submitted to any other publisher for consideration.

Ethical Considerations

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