



JOURNAL OF ISLAMIC EDUCATION
Vol. 10 No. 2 July – December 2025
P-ISSN 2503-5363; E-ISSN 2528-0465
<https://ejournal.letiges.or.id/index.php/jie/>

The Effect of *Tarhib wa Tarhib* Method Implementation on Students' Learning Motivation

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Article Information	Abstract
Received: 14 October 2025	<i>This study aims to examine the effect of the tarhib wa tarhib method on students' learning motivation in Islamic Religious Education at State Senior High School 4 Pekanbaru. This Research employed a quasi-experimental design with a non-equivalent control group design. The Research population consisted of 358 Muslim tenth-grade students at State Senior High School 4 Pekanbaru in the 2023/2024 academic year. The Research sample comprised 60 students selected using a purposive sampling technique, consisting of 30 students in the experimental class (X.7) and 30 in the control class (X.5), based on equivalent academic abilities and class-average scores from first-semester report cards. The treatment was administered across four 90-minute sessions. Data collection techniques employed a learning motivation questionnaire (13 items, Likert scale 1-5), observation of method implementation, and documentation. Instrument validity was tested using Pearson product-moment correlation (r calculated $> r$ table), while reliability was tested using Cronbach's alpha ($\alpha > 0.70$). Data analysis utilized an independent-samples t-test in SPSS 26.0, preceded by normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) and a homogeneity test (Levene's test). Research findings revealed a significant difference in students' learning motivation between experimental and control classes. The experimental class posttest mean score (48.63) was higher than the control class (43.47), with t-calculated = 3.653 $> t$-table = 2.00 and significance value $0.001 < 0.05$. The motivation gain score for the experimental class (16.20) was higher than that of the control class (12.40). These findings indicate that the tarhib wa tarhib method effectively enhances students' learning motivation in Islamic Religious Education through a combination of</i>
Revised: 26 November 2025	
Accepted: 11 December 2025	
Published: 30 December 2025	
Keywords: <i>Method Implementation, Tarhib Wa Tarhib, Learning Motivation.</i>	

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positive reinforcement and educational consequences, thus it can be implemented as an alternative learning strategy to increase student enthusiasm and active participation.

Penelitian ini bertujuan untuk menguji pengaruh metode *targhib wa tarhib* terhadap motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam di SMA Negeri 4 Pekanbaru. Jenis penelitian ini merupakan quasi-experimental design dengan rancangan non-equivalent control group design. Populasi penelitian adalah 358 siswa Muslim kelas X SMA Negeri 4 Pekanbaru tahun ajaran 2023/2024. Sampel penelitian berjumlah 60 siswa yang dipilih menggunakan teknik purposive sampling, terdiri dari 30 siswa kelas eksperimen (X.7) dan 30 siswa kelas kontrol (X.5), dengan pertimbangan kemampuan akademik dan nilai rata-rata kelas yang setara berdasarkan nilai rapor semester ganjil. Perlakuan diberikan selama empat kali pertemuan dengan durasi 90 menit per sesi. Teknik pengumpulan data menggunakan kuesioner motivasi belajar (13 item, skala Likert 1-5), observasi implementasi metode, dan dokumentasi. Validitas instrumen diuji menggunakan korelasi product moment Pearson (r hitung $>$ r tabel), sedangkan reliabilitas diuji menggunakan Cronbach's alpha ($\alpha > 0,70$). Teknik analisis data menggunakan independent samples t-test melalui SPSS 26.0, didahului uji normalitas (Kolmogorov-Smirnov dan Shapiro-Wilk) dan uji homogenitas (Levene's test). Hasil penelitian menunjukkan terdapat perbedaan signifikan motivasi belajar siswa antara kelas eksperimen dan kelas kontrol. Skor rata-rata posttest kelas eksperimen (48,63) lebih tinggi dibandingkan kelas kontrol (43,47), dengan nilai t hitung = 3,653 $>$ t tabel = 2,00 dan nilai signifikansi $0,001 < 0,05$. Peningkatan motivasi (gain score) kelas eksperimen (16,20) lebih besar dibandingkan kelas kontrol (12,40). Temuan ini mengindikasikan bahwa metode *targhib wa tarhib* efektif meningkatkan motivasi belajar siswa dalam Pendidikan Agama Islam melalui kombinasi reinforcement positif dan konsekuensi edukatif, sehingga dapat diimplementasikan sebagai alternatif strategi pembelajaran untuk meningkatkan antusiasme dan partisipasi aktif siswa.

I. INTRODUCTION

Education involves transferring knowledge, skills, and values across generations through teaching and learning interactions that lead to behavioral change (Firmansyah et al., 2023). Achieving educational objectives requires teachers to apply appropriate teaching methods, particularly in Islamic Religious Education where methods must align with Islamic principles and values. Among various teaching methods available, *Targhib wa Tarhib* presents a distinctive

approach rooted in Islamic educational philosophy that can be effectively implemented in Islamic Religious Education classrooms.

Targhib wa tarhib is a Qur'anic teaching method first introduced by Abdurrahman An-Nahlawi, a Professor of Education at Al-Azhar University in Cairo. *Targhib* refers to encouragement that includes promises and persuasion, attracting individuals toward beneficial actions leading to eternal happiness, accompanied by concrete actions in performing good deeds (Syahidin, 2009). Conversely, *tarhib* refers to consequences, such as warnings or punishments, resulting from sins or violations of Allah's commands (Shuib, 2025). This method leverages fundamental human nature attraction to pleasure and aversion to suffering making it particularly suitable for influencing students' psychological states. The primary objective of *targhib* is to motivate students toward consistent good behavior through positive reinforcement. At the same time, *tarhib* serves as a disciplinary mechanism through consequences, preventing students from becoming undisciplined or lacking moral fortitude (Jayanti et al., 2025).

Learning motivation constitutes a critical prerequisite for effective learning. Motivation represents internal and external forces within students that drive behavioral change, ensure learning continuity, and direct learning activities toward desired objectives (Sardiman, 2018; Uno, 2017). It functions as a psychological condition encouraging students to learn enthusiastically and seriously, ultimately forming systematic learning habits with full concentration (Soleha et al., 2025). Motivation influences learning strength through three primary functions: stimulating the emergence of behavior, directing actions, and mobilizing activities (Grishikashvili, 2024). Two main factors affect student motivation: internal factors (physical health, intelligence, talent, interest, creativity, emotional conditions, and study habits) and external factors (teachers, parents, family, community, and environment) (Alusamy, 2024; Dariyo, 2013). The *targhib wa tarhib* method potentially enhances student motivation by providing clear rewards and consequences, thereby facilitating teachers' efforts to increase learning motivation (Nik Abdullah et al., 2021).

Previous Research supports the effectiveness of the *targhib wa tarhib* method. Investigated the effect of *targhib* and *tarhib* method implementation on students' knowledge and attitudes in Islamic Religious Education, concluding that this method is essential in teaching-learning processes and recommending increased socialization and development of learning media such as films related to negative behavior impacts (Riani, 2014). Additionally, examined student perspectives on the implementation of reward and punishment strategies toward Islamic Religious Education learning outcomes, finding significant effects of these strategies on learning outcomes (Akhyaruddin et al., 2025).

Preliminary observations at SMA Negeri 4 Pekanbaru revealed issues regarding student motivation in Islamic Religious Education. Interviews with Islamic Religious Education teacher Zulfadli identified several problems: 1) students demonstrated low enthusiasm in submitting assignments or practice questions on time, 2) student absenteeism during lessons indicated low participation and enthusiasm, and 3) students showed minimal enthusiasm in providing opinions when teachers posed questions or quizzes. These findings indicate that student motivation for learning can be improved through the effective implementation of teaching methods.

Based on the identified problems, this study aims to examine the effect of *implementing the targhib wa tarhib* method on students' learning motivation in Islamic Religious Education at SMA Negeri 4 Pekanbaru. The Research problem formulations are: 1) Is there a significant difference in students' learning motivation between experimental and control classes in Islamic Religious Education at SMA Negeri 4 Pekanbaru? 2) How effective is the *targhib wa tarhib* method in improving students' learning motivation compared to conventional discussion methods? The Research hypotheses are: H_a states that there is a significant difference in students' learning motivation between *the targhib wa tarhib* method and the discussion method. In contrast, H_0 states that there is no significant difference in students' learning motivation between the two methods.

II. METHOD

This study employed a quasi-experimental, non-equivalent control-group design with pretest and posttest measures. The Research design scheme was:

Tabel 1. The Research design

Group	Pretest	Treatment	Posttest
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Where O₁/O₃ = pretest, X = *targhib wa tarhib* method, O₂/O₄ = posttest, and (-) = conventional discussion method. The Research was conducted from November to December 2024 at SMA Negeri 4 Pekanbaru, Jl. Adi Sucipto No. 67 Maharatu, Marpoyan Damai District, Pekanbaru City, Riau Province.

The population consisted of 358 Muslim tenth-grade students at SMA Negeri 4 Pekanbaru in the 2023/2024 academic year. The focus on Muslim students was methodologically necessary, as the *targhib wa tarhib* method is specifically religious in Islamic education. The sample comprised 60 students selected using purposive sampling: 30 students from class X.7 (experimental group) and 30 from class X.5 (control group). Selection criteria included: (1) similar mean Islamic Religious Education scores (X.7: 82.5; X.5: 81.8 from first semester report cards), (2) comparable academic abilities based on teacher recommendations, and (3) equivalent class composition (age range 15-16 years, approximately 50% male-female distribution).

The *targhib wa tarhib* method was implemented across four 90-minute sessions over four weeks (November 26, 29, December 3, 6, 2024) covering topics: 1) *Tawhid* and *Syu'abul Iman*, 2) avoiding negative behaviors (*riya'*, *sum'ah*, *takabbur*, *hasad*), 3) Islamic economics, and 4) a comprehensive review. Each session followed a 10-step protocol including method explanation, objective conveyance, Quranic verse discussion, value emphasis, practical examples, real-life connections, participation encouragement, wisdom conveyance, motivating praise, and constructive feedback. The control class received conventional discussion-based instruction on identical topics by the same teacher.

Data were collected using: 1) a learning motivation questionnaire containing 13 items adapted from Uno (2017) and Sardiman (2018) with a 5-point Likert

scale (score range 13-65; categories: High 54-65, Medium 33-53, Low 13-32), measuring persistence, interest, enthusiasm, participation, and intrinsic motivation; 2) observation sheets assessing implementation fidelity across 10 indicators using a 5-point scale (criteria: Very Good 81-100%, Good 61-80%, Adequate 41-60%, Poor 21-40%, Very Poor 0-20%); and 3) documentation from school records including attendance, report cards, and activity photographs.

Instrument validity was tested using Pearson product-moment correlation with criterion r -calculated $>$ r -table (0.361, $n=30$, $\alpha=0.05$). All 13 items showed validity coefficients ranging from 0.425 to 0.782. Reliability was assessed using Cronbach's alpha, yielding $\alpha = 0.856$ (> 0.70), indicating high internal consistency.

Data analysis utilized SPSS 26.0 with procedures including: 1) descriptive statistics (mean, median, standard deviation, minimum, maximum, and gain scores calculated as posttest minus pretest), 2) normality testing using Kolmogorov-Smirnov and Shapiro-Wilk tests (criterion: Sig. $>$ 0.05), 3) homogeneity testing using Levene's test (criterion: Sig. $>$ 0.05), and 4) hypothesis testing using independent samples t-test (criterion: t -calculated $>$ t -table or Sig. $<$ 0.05 indicates significant difference). The independent-samples t-test compared posttest scores across groups to determine whether the *targhib wa tarhib* method significantly affected students' learning motivation compared with the conventional method.

III. FINDINGS AND DISCUSSION

Implementation Fidelity of *the Targhib Wa Tarhib* Method

Learning observations were conducted across four sessions to examine the fidelity of the *targhib wa tarhib* method implementation in the experimental class. Each session was assessed using 10 implementation indicators with a 5-point rating scale. Table 1 presents the recapitulation of implementation scores across all four sessions.

Table 2. Recapitulation of observation scores for *the Targhib wa Tarhib* method implementation

No	Observation Indicators	Session			
		1	2	3	4
1	The teacher explains <i>the targhib wa tarhib</i> method	3	3	3	4
2	The teacher conveys the objectives and benefits	3	3	4	4
3	Teacher motivates Quranic verse discussion	3	3	4	4
4	The teacher emphasizes Islamic values	3	3	3	4
5	The teacher presents practical daily examples	3	4	4	5
6	The teacher connects lessons with real life	3	3	5	5
7	The teacher encourages active participation	2	3	4	4
8	The teacher conveys the wisdom of Allah's commands	3	3	3	5
9	The teacher provides motivating praise	3	3	4	4
10	The teacher gives constructive feedback	4	4	5	5
Total Score		30	32	39	44
Percentage (%)		60	64	78	88
Criteria		Good	Good	Good	Very Good
Average Percentage					72.5%
Overall Criteria					Good

Table 2 shows progressive improvement in implementation quality across sessions. Session 1 achieved 60% (good), Session 2 reached 64% (good), Session 3 attained 78% (good), and Session 4 achieved 88% (very good). The overall average implementation fidelity was 72.5% with "good" criteria, indicating consistent and effective application of the *targhib wa tarhib* method throughout the treatment period.

Descriptive Statistics of Students' Learning Motivation

Students' learning motivation data were collected through pretest and posttest questionnaires administered in both experimental and control classes. Table 2 presents individual student scores, while Table 4 summarizes the descriptive statistics.

Table 3. Individual students' learning motivation scores

No	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
1	47	60	31	51
2	35	49	30	46
3	30	43	24	48
4	33	44	30	35
5	44	52	24	37
6	46	55	36	40
7	29	46	32	39
8	25	47	37	44
9	35	50	30	47
10	36	45	33	49
11	35	63	32	55
12	39	52	22	38
13	30	46	27	35
14	35	50	31	46
15	28	40	29	47
16	30	47	29	37
17	25	47	33	42
18	28	49	29	39
19	25	41	27	35
20	25	50	38	44
21	23	45	33	45
22	29	48	37	50
23	37	52	31	49
24	33	50	45	52
25	25	47	41	50
26	31	48	29	35
27	39	55	25	45
28	37	51	27	40
29	24	40	25	39
30	35	47	35	45
Sum	973	1459	932	1304
Mean	32.43	48.63	31.07	43.47

Table 4. Descriptive statistics of learning motivation scores

Statistics	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
N (Valid)	30	30	30	30
N (Missing)	0	0	0	0
Mean	32.43	48.63	31.07	43.47
Median	32.00	48.00	30.50	44.50
Std. Deviation	6.495	5.183	5.219	5.758
Minimum	23	40	22	35
Maximum	47	63	45	55
Gain Score		16.20		30

Based on the score interpretation criteria (High: 54-65, Medium: 33-53, Low: 13-32), the pretest results showed both classes had low initial motivation levels (experimental: 32.43; control: 31.07). After treatment, the experimental class

achieved medium-high motivation (48.63), while the control class reached medium motivation (43.47). The gain score analysis revealed that the experimental class experienced a greater increase in motivation (16.20 points) than the control class (12.40 points), indicating a difference of 3.80 points in favor of the *targhib wa tarhib* method.

Assumption Testing

Normality Test

Data normality was assessed using Kolmogorov-Smirnov and Shapiro-Wilk tests. Table 4 presents the results of the normality test.

Table 5. Tests of normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Pretest	.142	30	.125	.951	30	.183
Experimental Posttest	.138	30	.153	.956	30	.241
Control Pretest	.129	30	.200	.962	30	.342
Control Posttest	.145	30	.109	.948	30	.152

Table 5 shows that the significance values for both the Kolmogorov-Smirnov and Shapiro-Wilk tests exceeded 0.05, indicating that the data were normally distributed across all groups (experimental pretest, experimental posttest, control pretest, control posttest). Therefore, the normality assumption for parametric testing was satisfied.

Homogeneity Test

Variance homogeneity was tested using Levene's test. Table 5 presents the homogeneity test results.

Table 6. Test of homogeneity of variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.467	3	116	.227
Based on Median	1.379	3	116	.253
Based on Median and with adjusted df	1.379	3	114.527	.253
Based on the trimmed mean	1.505	3	116	.217

Table 6 shows that the significance value based on mean was $0.227 > 0.05$, indicating homogeneous (equal) variance across groups. This confirmed that the homogeneity assumption for the independent samples t-test was satisfied.

Hypothesis Testing

Since the normality and homogeneity assumptions were met, an independent-samples t-test was conducted to examine significant differences in learning motivation between the experimental and control classes. Table 7 presents the t-test results.

Table 7. Independent samples t-test results

	Levene's Test		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI
Equal variances assumed	0.618	.434	3.653	58	.001	5.163	1.413	2.334 - 7.992
Equal variances not assumed			3.653	57.281	.001	5.163	1.413	2.333 - 7.993

Table 6 demonstrates that the t-calculated value was 3.653, which exceeds the t-table value of 2.00 (df=58, α=0.05, two-tailed). Additionally, the significance value (2-tailed) was 0.001 < 0.05. These results indicate a statistically significant difference in learning motivation between the experimental and control classes. The mean difference was 5.163 points, with the experimental class (M=48.63) scoring significantly higher than the control class (M=43.47).

Summary of Key Findings

Based on the statistical analyses, the key findings are:

1. The *targhib wa tarhib* method was implemented with good fidelity (72.5% average) across four sessions, showing progressive improvement from 60% to 88%.
2. Both classes started with similar low motivation levels (experimental: 32.43; control: 31.07), indicating no significant baseline differences.
3. After treatment, the experimental class showed significantly higher motivation (48.63) than the control class (43.47).
4. The experimental class demonstrated a greater motivation gain (16.20 points) than the control class (12.40 points), representing a 30.6% advantage.

5. The independent-samples t-test confirmed a statistically significant difference ($t = 3.653$, $p = 0.001 < 0.05$), leading to the acceptance of H_a and rejection of H_0 .

These findings indicate that the *targhib wa tarhib* method has a significant positive effect on students' learning motivation in Islamic Religious Education at SMA Negeri 4 Pekanbaru.

Application of the *Targhib Wa Tarhib* Method to Student Learning Motivation

The Research findings confirm that the *targhib wa tarhib* method significantly enhances students' learning motivation in Islamic Religious Education, as evidenced by the superior performance of the experimental class ($M=48.63$, $gain=16.20$) compared to the control class ($M=43.47$, $gain=12.40$). This 30.6% advantage in motivation gain demonstrates the method's effectiveness beyond conventional discussion approaches.

The effectiveness of *targhib wa tarhib* can be theoretically explained through behavioral reinforcement principles. *Targhib* functions as positive reinforcement by presenting Islamic rewards (paradise, divine pleasure, worldly benefits) that attract students toward desired behaviors, while *tarhib* operates as an educational consequence by conveying warnings about the negative outcomes of prohibited actions (Purwanto, 2005; Syahidin, 2009). This dual mechanism aligns with Uno's (2017) motivation theory, which emphasizes that external stimuli (rewards and consequences) can activate internal drives that sustain learning engagement. When students comprehend the spiritual and practical benefits of Islamic teachings through *targhib* and simultaneously understand the consequences of negligence through *tarhib*, their intrinsic motivation strengthens as they internalize the value of learning rather than merely complying with external demands.

The progressive implementation improvement observed across sessions (60% to 88%) suggests that teacher familiarity with the method enhances its effectiveness. This finding underscores the importance of implementation fidelity in pedagogical interventions (Troyer, 2017). The consistent application of the 10-step protocol, particularly through practical examples, connections to real life, and

constructive feedback, created a supportive learning environment that facilitated the development of motivation (Clayback et al., 2023).

These findings corroborate previous Research by Riani (2014), who found that *targhib* and *tarhib* methods positively affected students' knowledge and attitudes in Islamic Religious Education. Similarly, Akhyaruddin et al. (2025) demonstrated significant effects of reward and punishment strategies on learning outcomes. However, the current study extends this literature by quantifying the motivational gain advantage (3.80 points) and demonstrating effectiveness specifically within a quasi-experimental framework with controlled comparisons.

The moderate initial motivation levels in both classes (around 32 points, categorized as "low") reflect preliminary findings at SMA Negeri 4 Pekanbaru, where students showed low enthusiasm for assignment submission, attendance, and participation. The *targhib wa tarhib* method successfully addressed these issues by providing clear incentive structures that resonated with students' Islamic worldview, thereby increasing their engagement with learning activities.

From a practical perspective, these findings suggest that Islamic Religious Education teachers should systematically integrate *targhib wa tarhib* rather than only occasionally. The method's reliance on Quranic principles makes it culturally and religiously appropriate for Muslim students, potentially increasing its acceptance and internalization compared to secular motivational strategies (Jalilah et al., 2025). The emphasis on both spiritual rewards (afterlife success) and worldly benefits (character development, academic achievement) creates a comprehensive motivational framework that addresses students' holistic development (Ihsan et al., 2026).

However, several limitations warrant consideration. First, the four-week treatment duration may not capture the sustainability of long-term motivation. Second, the study focused exclusively on Muslim students in one school, limiting generalizability. Third, teacher effects cannot be eliminated even when the same instructor is used for both groups, as teacher enthusiasm for the new method may have influenced the results (Hawthorne effect) (Tuero et al., 2022; Valentín et al., 2022). Future Research should examine long-term motivation retention, explore

the method's effectiveness across diverse Islamic educational contexts, and investigate which specific components of *targhib wa tarhib* (praise, Quranic references, consequence warnings) contribute most to motivation enhancement.

Despite these limitations, the study provides empirical evidence that integrating Islamic pedagogical methods grounded in Quranic principles can effectively enhance learning motivation. The *targhib wa tarhib* method offers a culturally responsive approach that aligns educational practices with students' religious identity, potentially increasing engagement and learning outcomes in Islamic Religious Education contexts.

IV. CONCLUSION

Based on data analysis and Research findings discussion, it can be concluded that there is a significant effect of the *targhib wa tarhib* method implementation on students' learning motivation in Islamic Religious Education at SMA Negeri 4 Pekanbaru. The experimental class mean learning motivation score of 49 was higher than the control class mean score of 43. These results are also evident from t-test calculations, which show $t\text{-calculated} > t\text{-table}$ values of $3.653 > 2.000$ at a 5% significance level. The Sig. (2-tailed) value is < 0.05 (specifically, $0.001 < 0.05$), leading to the conclusion that H_a is accepted and H_0 is rejected. This Research contributes to achieving SDG 4: Quality Education by demonstrating an effective teaching method that enhances student motivation to learn, a critical factor in improving educational quality. The *targhib wa tarhib* method's success in increasing student motivation supports the objectives of equitable and inclusive quality education. Furthermore, by integrating Islamic values through this method, the Research promotes SDG 16: Peace, Justice, and Strong Institutions by fostering ethical character development and moral responsibility among students. Enhanced learning motivation resulting from this method's implementation can improve educational outcomes, reduce dropout rates, and strengthen students' capacity to contribute meaningfully to sustainable development. The method's emphasis on positive reinforcement and accountability cultivates responsible citizenship, directly supporting sustainable society development through education that balances academic achievement with character formation.

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