

The Implementation Of The Hadith On Intention In Shaping Students' Learning Motivation At Mahasantri Baitul Ilmi Islamic Boarding School, Jember

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ABSTRACT

Sincere intention for Allah is the main foundation in studying in Islamic boarding schools, distinguishing the blessings and benefits of knowledge obtained by students, and determining the value of each deed as emphasized in the hadith of the Prophet Muhammad SAW: "Indeed, every deed depends on its intention." This study aims to examine the relationship between the intention and motivation of students to learn in Islamic boarding school-based education, by emphasizing the values of sincerity, intrinsic motivation, and the role of the religious community. The study used a qualitative case study approach at the Baitul Ilmi Islamic boarding school in Jember, with triangulation techniques for data validity. The results of the study indicate that fostering the right intention forms a strong and sustainable learning motivation. Students who study for Allah, driven by sincerity, responsibility, and spiritual awareness, have high intrinsic motivation so that they are more consistent, disciplined, and obtain achievements and a complete meaning of learning both academically and spiritually. In addition, the Islamic boarding school community through the role of kyai, ustadz, and the religious environment strengthens the formation of intention and motivation to learn collectively. In contrast, the intention to learn based on worldly motives tends to produce weak and easily faded motivation. Thus, sincere intention is the primary driving force behind students' motivation to learn in Islamic boarding schools, in line with Islamic educational values that not only pursue academic success but also foster character and closeness to God Almighty..

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Introduction

In Islamic education within Islamic boarding schools (pesantren), sincere intention solely for the sake of Allah constitutes the fundamental foundation of the learning process. (Manik, 2017). This intention not only determines the blessings and benefits of the knowledge acquired but also distinguishes the value of every deed performed, as emphasized in the saying of Prophet Muhammad (peace be upon him) that actions are judged according to their intentions. By intending to seek the pleasure of Allah, eliminate ignorance, and uphold the religion, a student (santri) is able to attain knowledge that is beneficial not only in worldly affairs but also as a provision for the Hereafter. Furthermore, such sincere intention helps protect individuals from lower motives, such as seeking popularity, status, or worldly gain.

The role of intention in various human actions, particularly among students, is highly significant, as it serves as the primary driving force behind all activities and behaviors, whether arising from intrinsic or extrinsic motivation. According to (Almahfuz et al., 2020) Intrinsic motivation refers to an internal drive that encourages students to learn based on their own personal interests and aspirations, whereas extrinsic motivation arises from external factors that influence learning behavior. In this regard, kyai, teachers, lecturers, and ustadz play an essential role in educating and guiding their students to become knowledgeable individuals who possess both academic excellence and piety toward Allah Subhanahu wa Ta'ala.

Sincere intention in the pursuit of knowledge constitutes a primary source of strong learning motivation among santri. The genuine intention to seek the pleasure of Allah and to apply knowledge as an act of worship transforms the learning process from a mere formal activity into a meaningful spiritual journey. Such learning motivation is intrinsically driven, as it originates from the students' inner desire to improve themselves and draw closer to Allah. (Ashwary & Hidayat, 2025). Conversely, intentions that are unclear or driven solely by worldly objectives tend to produce weaker motivation that is more susceptible to decline when faced with challenges. Therefore, cultivating proper intention is of paramount importance in pesantren education to ensure that students' learning motivation remains consistent, sustainable, and conducive to success not only in academic pursuits but also in spiritual development. Thus, sincere intention serves as a fundamental foundation that deeply and comprehensively drives learning motivation within mahasantri.

The hadith concerning intention and its correlation with mahasantri's learning motivation strongly emphasizes that intention constitutes the core of every action, including the pursuit of knowledge. (Nisa & Darmalaksana, 2021). Based on a normative-philosophical analysis of this hadith, intention is shown to be not merely a ritual aspect but also a concept that embodies profound philosophical values, including purpose awareness, intrinsic motivation, and spiritual orientation. A sincere and proper intention serves as a moral and spiritual foundation that directs students' motivation in learning. With sincere intention and strong motivation, students are more likely to remain steadfast in their educational endeavors, as their efforts are grounded in the spirit of worship and the aspiration to attain the pleasure of Allah.

The value of sincerity (ikhlas) is closely related to everyday life. For santri, performing all activities sincerely—whether acts of worship or other endeavors—solely for the sake of Allah, without expecting rewards or praise, contributes to the development of a religious character, noble morals, and beneficial conduct. In practice, santri perform prayers, recite the Qur'an, and engage in other acts of worship sincerely, not merely out of obligation but also from the awareness that these actions represent forms of obedience to Allah. Likewise, they pursue their studies diligently and sincerely, not only to achieve high academic performance but also to acquire knowledge and apply it meaningfully in their daily lives.

Lingkungan yang berkarakter religius juga memainkan peran penting dalam mendukung niat belajar, menyediakan lingkungan yang mendukung dan memotivasi. Dukungan sosial dari lingkungan religius membantu individu merasa didukung bersama dalam upaya belajarnya. Pengalaman religius juga meningkatkan rasa tanggung jawab sosial, mendorong individu untuk belajar dengan tujuan menggunakan pengetahuan untuk kebaikan yang lebih besar. Motivasi altruistik ini menjadi pendorong kuat bagi individu untuk mengatasi tantangan dalam belajar.

Based on Imam Al-Ghazali's perspective, challenges related to learning motivation originate from the intention underlying the pursuit of knowledge. As he stated: 'How many nights have you spent staying awake, repeatedly reviewing knowledge and reading various books, depriving yourself of sleep? I do not know what has motivated you to do so. If your intention is for worldly purposes, such as seeking wealth, accumulating worldly gains, or boasting among your peers, then woe to you, indeed woe to you! However, if your intention is to revive the teachings of the Prophet Muhammad (peace be upon him), refine your character, and overcome the soul that inclines toward evil, then blessed are you, indeed blessed are you.'

This statement highlights that the true value of learning is determined not merely by effort or academic achievement, but by the underlying intention that motivates the learner. According to Al-Ghazali, sincere intention directed toward spiritual growth, moral development, and devotion to Allah serves as the foundation of meaningful and sustainable learning motivation. (Fauzi et al., 2021).

There are two essential aspects that must be considered in the pursuit of knowledge, namely (Putri Darani, 2021): First, learners are encouraged to establish a sincere and pure intention in the pursuit of knowledge, avoiding motivations that are exclusively worldly in nature and maintaining a deep respect for the value of knowledge. Second, educators should first purify and align their intentions when teaching, ensuring that the dissemination of knowledge is not driven merely by material interests but by a commitment to educational and moral responsibility. (Lubis, 2023).

The objectives of education can be effectively realized when students first cultivate closeness to God through *muraqabah* (spiritual awareness and consciousness of God's presence). (Rosidi, 2017). Throughout the educational process, *mahasantri* are expected to avoid elements of materialism, such as the pursuit of wealth, status, popularity, and similar worldly interests. When knowledge is not sought for religious purposes, decline and destruction become inevitable. If the purpose of seeking knowledge is flawed and inconsistent with Islamic teachings, the intention of the learner likewise becomes corrupted. Consequently, the spiritual reward associated with the pursuit of knowledge is lost, and the value of one's deeds is diminished, ultimately leading to profound loss.

Research Methods

This study employed a qualitative approach using a field research design. (Sugiyono, 2022). A qualitative approach was chosen because it aims to gain an in-depth understanding of the meaning of intention and learning motivation among *santri* within the context of Islamic education in Islamic boarding schools (*pesantren*). This study seeks to explore the values of sincerity (*ikhlas*), intrinsic motivation, and the role of the religious environment in shaping the learning character of *mahasantri*. Data were analyzed using a descriptive qualitative method through several stages as proposed by (Huberman, 2014). The stages of data analysis consisted of data reduction, data presentation, and conclusion drawing and verification. Data reduction involved selecting, filtering, and summarizing important information related to intention, motivation, and the values of sincerity (*ikhlas*). Data presentation was conducted by organizing the data into narrative descriptions, tables, or matrices to facilitate interpretation and understanding. The final stage involved drawing conclusions and verification, which focused on interpreting the data to

identify patterns, religious meanings, and the impact of motivation on the learning behavior of mahasantri. To ensure the validity and trustworthiness of the findings, triangulation techniques were employed by comparing and integrating data from multiple sources, thereby strengthening the credibility of the research results. (Mundir, 2013). The findings of this study enabled the researcher to gain a deeper understanding of how the implementation of hadith contributes to shaping the learning motivation of mahasantri at Pondok Pesantren Baitul Ilmi Jember.

Results and Discussion

This study reveals that, based on observations and interviews conducted at Pondok Pesantren Baitul Ilmi Jember, mahasantri are accustomed to renewing their intentions at the beginning of learning activities and other programs related to the pesantren. This practice helps them develop a mindset that is aligned with Islamic teachings, encouraging them to act not for the sake of other people or worldly recognition, but solely for the sake of Allah (lillāhi ta'ālā). The formation of intention and learning motivation is influenced by Islamic educational values instilled within the pesantren, including sincerity (ikhlas), patience, responsibility, and honesty, which serve as fundamental principles driving mahasantri in their pursuit of knowledge. In addition, the spiritually oriented environment of the pesantren fosters enthusiasm and a strong desire to seek knowledge. Such motivation encourages students to view learning as an act of worship and a means of drawing closer to Allah. The findings further indicate that mahasantri who possess sincere intentions and strong learning motivation tend to demonstrate greater competence, commitment, and discipline in their studies. Therefore, Islamic educational values not only strengthen learning motivation but also enrich the meaning and purpose of learning itself. Furthermore, knowledge acquired with the proper intention is believed to bring blessings (barakah), facilitate understanding, memorization, and practical application in daily life. Conversely, knowledge pursued without a proper intention is less likely to provide optimal benefits, either for the individual or for society as a whole.

The Definition and Meaning of Hadith in the Islamic Perspective

It was narrated from the Commander of the Faithful, Abu Hafs 'Umar ibn al-Khattab (may Allah be pleased with him), who said: I heard the Messenger of Allah (peace and blessings be upon him) say: 'Indeed, actions are judged by intentions, and every person will receive according to what he intended. Thus, whoever emigrates (hijrah) for the sake of Allah and His Messenger, his emigration is for Allah and His Messenger. And whoever emigrates for worldly gain or to marry a woman, his emigration is for that for which he emigrated.' This hadith was narrated by the two eminent hadith scholars, Abu 'Abdillah Muhammad ibn Isma'il ibn Ibrahim ibn al-Mughirah ibn Bardizbah al-Bukhari and Abu al-Husayn Muslim ibn al-Hajjaj ibn Muslim al-Qushayri al-Naysaburi, in their respective authentic collections (Sahih al-Bukhari and Sahih Muslim), which are widely recognized as the most authentic compilations of hadith in Islamic scholarship. (Asroruddin Al Jumhuri, 2019).

Lessons that can be derived from the hadith include the following:

1. Intention (niyyah) is a fundamental condition for the validity and acceptance of actions. Acts of worship are not rewarded unless they are performed with a sincere intention for the sake of Allah.

2. The intention should be established at the beginning of an act of worship, and its place resides in the heart.
3. Sincerity (ikhlas) and the purification of intention solely for Allah are required in all righteous deeds and acts of worship.
4. A believer's reward is determined according to the quality and sincerity of his or her intention.
5. Permissible and beneficial actions may attain the status of worship when accompanied by the intention of seeking the pleasure of Allah.
6. Intention distinguishes acts of worship from ordinary customs, habits, or routine activities.
7. This hadith demonstrates that intention is an integral component of faith (iman), as it is an action of the heart. According to the understanding of Ahl al-Sunnah wa al-Jama'ah, faith consists of conviction in the heart, verbal affirmation by the tongue, and manifestation through actions.

The Concept of Learning Motivation in Islamic Education

In Islam, learning motivation is regarded as the spirit that drives students in their pursuit of knowledge. Students who possess strong learning motivation are expected to attain honorable positions, elevated status, sound reasoning, and comprehensive knowledge. The Qur'an does not distinguish between men and women in their right and opportunity to acquire knowledge. Furthermore, Allah promises to elevate the ranks of both educators and learners who consistently demonstrate strong motivation and dedication in seeking knowledge, as stated in Surah Al-Mujadilah (58:11).

Allah will surely raise in rank those among you who believe and those who have been granted knowledge by several degrees. (QS. Al Mujadilah:11)

According to the Kamus Besar Bahasa Indonesia (KBBI, 2002), motivation refers to the efforts that drive an individual or a group of individuals to engage in a particular action in order to achieve desired goals or obtain satisfaction from their actions. (Izzan & M, 2025). According to Nashar in his book *The Role of Motivation and Prior Ability in Learning Activities*, learning motivation is defined as a psychological condition that encourages students to engage in learning with enthusiasm and seriousness, which in turn fosters systematic learning habits, sustained concentration, and the ability to select and prioritize learning-related activities.

Keller defines motivation as the intensity and direction of behavior associated with the choices individuals make to engage in or avoid a particular task, as well as the level of effort they exert in carrying out that task. Effort serves as an indicator of learning motivation. Operationally, learning motivation can be determined by the following factors:

1. The level of students' attention to the learning material.
2. The degree of relevance between the learning process and students' needs.
3. The level of students' confidence in their ability to complete learning tasks successfully.
4. The level of students' satisfaction with the learning experiences and activities that have been conducted.

The concept of learning motivation in Islam is holistic and comprehensive, encompassing not only profane dimensions but also transcendental and theocentric aspects that place human beings in a balanced position. In this perspective, learning is not pursued merely for the acquisition of knowledge itself; rather, it is intended to cultivate stronger faith and greater obedience to Allah and His Messenger. The knowledge acquired is expected to benefit not only the individual learner but also society and humanity as a whole. Furthermore, beneficial knowledge is valued not only for its contribution to worldly life but also for its significance in the Hereafter. Thus, learning in Islam possesses a tawhidic dimension, integrating both horizontal engagement with fellow human beings and vertical submission and devotion to Allah.

According to (Ena & H. Djami, 2020) Motivation can be viewed from two perspectives, one of which is intrinsic motivation. Intrinsic motivation refers to motives that become active and function without the need for external stimulation, as the drive to act already exists within the individual. For example, a person who enjoys reading does not need to be instructed or encouraged by others, but instead willingly seeks out books to read. In the context of learning, intrinsic motivation refers to the desire to achieve the goals inherent in the learning activity itself. It can be understood as a form of motivation in which learning activities are initiated and sustained by an internal drive that is directly related to the learning process. As illustrated in the example above, a student studies because of a genuine desire to acquire knowledge and understanding, rather than to obtain praise, rewards, or external recognition.

In contrast, extrinsic motivation refers to motives that become active and function as a result of external stimuli or influences. In other words, an individual's behavior is driven by factors originating outside the self, such as rewards, recognition, praise, grades, social approval, or other external incentives. (Nurishlah et al., 2023). For example, a student may study because he or she knows that an examination will be held the following day and hopes to obtain a good score, which may lead to praise from friends, teachers, or others. In this case, the primary objective is not the acquisition of knowledge itself, but rather the attainment of favorable outcomes such as high grades, rewards, or recognition. Thus, when viewed from the perspective of the learner's goals, the motivation is not directly connected to the intrinsic essence of learning. Therefore, extrinsic motivation can be understood as a form of motivation in which learning activities are initiated and sustained by external influences that are not inherently related to the learning process itself.

Motivation plays a crucial role in the learning process. Students who possess strong and clear motivation are more likely to achieve success in their academic endeavors. The more appropriate and effective the motivation provided, the greater the likelihood of achieving successful learning outcomes. (Rohmatul Fauziyah et al., 2025). Therefore, motivation consistently determines the extent of effort that students are willing to invest in their learning activities. Motivation can stimulate the emergence of certain behaviors, influence those behaviors, and direct them toward specific goals. In this regard, motivation serves three primary functions, namely:

1. As a driving force, motivation initiates behavior or action. Without motivation, actions such as learning are unlikely to occur.
2. As a directing force, motivation guides behavior toward the achievement of desired goals and objectives.
3. As an energizing force, motivation functions like an engine in a vehicle. The strength of motivation influences the intensity, speed, and persistence with which an action is carried out.

Izzudin explains that the concept of intention (niyyah) in the aforementioned hadith cannot be equated with motivation as understood in psychological studies. Intention refers to the conviction within a student's heart to engage in the learning process to the best of his or her ability, whereas motivation is a need or driving force that develops on the basis of that intention. (Hamdani et al., 2019). Educational objectives can be effectively realized when students first cultivate muraqabah, a state of spiritual awareness and closeness to God. Throughout the educational process, learners should strive to avoid materialistic motives such as the pursuit of wealth, status, popularity, and other worldly interests. When knowledge is not sought for religious and ethical purposes, decline and destruction become inevitable. Furthermore, when the purpose of seeking knowledge becomes flawed and deviates from Islamic teachings, the learner's intention is likewise corrupted. As a consequence, the spiritual reward associated with the pursuit of knowledge is lost, and the value of one's deeds is diminished, ultimately leading to a state of profound loss.

The Relationship Between Intention and Learning Motivation

The hadith on intention (niyyah) has profound implications for students' learning motivation, given that intention constitutes a fundamental prerequisite in the educational process. Intention and learning motivation, when properly aligned, can significantly influence academic achievement and learning outcomes. Accordingly, Islamic teachings emphasize that the pursuit of knowledge should be grounded in a firm and sincere intention directed solely toward seeking the pleasure of Allah, while also being guided by noble educational aspirations. In this regard, Imam 'Abd al-Rahman ibn Mahdi strongly advised seekers of knowledge to continually purify and correct their intentions, underscoring the central role of sincerity in educational and spiritual development. (Hanifah & Sasongko, 2019). Students who demonstrate high levels of learning motivation, founded upon sincere intention and a commitment to fulfilling religious obligations, are more likely to attain success because their educational efforts are aligned with the pursuit of Allah's pleasure. From an Islamic perspective, both intention (niyyah) and motivation originate within the individual and are nurtured through the opening of the heart by divine guidance (hidayah). Such guidance fosters faith (iman), which subsequently gives rise to religiously oriented attitudes and behaviors. In this framework, intention and motivation emerge as manifestations of faith, functioning together to encourage perseverance, commitment, and excellence in the pursuit of knowledge.

The concept of intention (niyyah) plays a significant and essential role in the learning process, as education is fundamental to human development and adaptation to the changing demands of society. In this regard, critical awareness is needed to foster both the intention and motivation to learn. This raises an important question: how can such critical awareness be developed? Madrasah and schools serve as educational institutions that aim to cultivate intellectually capable and critically minded individuals. At the same time, they provide learners with the opportunity to become active participants rather than merely passive recipients of education. This implies that students should take a more active role in seeking knowledge and determining what they wish to learn. In contemporary education, teachers are no longer the sole source of knowledge. Learners can obtain information from their surrounding environment as well as from advances in information and

communication technology, which provide access to knowledge anytime and anywhere. Given these realities, educational practices must adapt to changing paradigms. Teachers are therefore required to position themselves not only as instructors but also as educators, parental figures within the school environment, facilitators of learning, and, at times, trusted companions who listen to and support students' personal concerns. Such multifaceted roles are essential for fostering meaningful learning experiences and encouraging students to develop strong intentions and sustained motivation in their educational pursuits.

Motivation and learning are two inseparable concepts, comparable to the two sides of a coin, each possessing its own value and significance. Just as a coin loses its meaning if one of its sides is absent, learning cannot be fully understood without motivation, and motivation requires learning as a means of realization. Students are motivated to study diligently because they seek to achieve specific goals, while motivation itself arises from underlying motives and aspirations. Learning serves as the medium through which these goals and motives are fulfilled. Therefore, motivation is an essential factor in the learning process, as it supports students' enthusiasm, persistence, and engagement in learning activities. Learning that is supported by strong motivation is more likely to produce comprehensive educational outcomes, including the mastery and understanding of knowledge (cognitive domain), the development of positive attitudes and noble character (akhlaq al-karimah) (affective domain), and the acquisition of practical skills and life competencies (psychomotor domain). Furthermore, motivated learning contributes to the development of social competencies, enabling individuals to live harmoniously with others, cultivate mutual understanding, and cooperate in promoting the common good. (Emda, 2018).

Conclusion

Based on the discussion of the hadith, the conceptual framework of learning motivation in Islamic education, and the findings of the study conducted in the pesantren context, it can be concluded that intention (niyyah) serves as the primary foundation of every action and learning activity. The hadith of the Prophet Muhammad (peace be upon him) emphasizes that actions are judged according to their intentions. Within the context of education, a sincere intention directed solely toward Allah constitutes an essential prerequisite for ensuring that learning efforts are regarded as acts of worship and rewarded accordingly. Intention originates in the heart from the very beginning of an action and serves as the determining factor in the quality, value, and blessings associated with the knowledge acquired. Furthermore, intention distinguishes meaningful acts of worship from ordinary habits and routine activities. A proper and sincere intention transforms the learning process into an activity of spiritual significance, whereas the absence of a correct intention reduces learning to a mere routine devoid of deeper meaning and lasting benefit. Therefore, intention occupies a central position in Islamic education, functioning as the moral and spiritual foundation upon which meaningful learning is built.

Mahasantri who possess sincere intentions and strong learning motivation tend to demonstrate better academic achievement, greater discipline, and a deeper understanding and application of knowledge. Motivation that is grounded in Islamic values such as sincerity (ikhlas), patience, responsibility, and honesty enriches the meaning of the learning process and transforms it into an act of worship. Furthermore, education in Islamic boarding schools (pesantren) should foster

students' awareness of the importance of active engagement in learning and the continual refinement of their intentions. Teachers play a crucial role not only as facilitators and educators but also as mentors who assist learners in developing appropriate learning motivation in accordance with Islamic teachings. Knowledge pursued with a proper and sincere intention is believed to bring blessings (barakah), facilitate memorization, enhance understanding, and encourage its practical application in daily life. Conversely, knowledge acquired without a proper intention may fail to yield meaningful benefits and may not contribute optimally to the well-being of either the individual or society.

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