

Dhikr as an Effort to Increase Learning Motivation of Grade XII Students at MAS Al-Amanah Al-Gontory

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Article Info	Abstract
<p>Article history: Received: Month XX, 20XX Revised: Month XX, 20XX Accepted: Month XX, 20XX (Garamond 9)</p> <hr/> <p>Keywords: Dhikr Asmaul Husna, learning motivation, spiritual practices, education.</p>	<p>This study aims to explore the impact of Dhikr Asmaul Husna on enhancing learning motivation among students at MAS Al-Amanah Al-Gontory. The research employs a qualitative approach, utilizing purposive sampling and snowball sampling techniques to gather data from a range of students and teachers. Data was collected through interviews, observations, and documentation. The findings reveal that the regular practice of Dhikr Asmaul Husna, conducted each morning before lessons, significantly enhances students' motivation to learn. The practice fosters a closer connection with Allah SWT, promoting inner peace and focus, which positively impacts their academic engagement and performance. Both intrinsic and extrinsic motivations play a role in students' learning behaviors, with dhikr strengthening their intrinsic motivation while external rewards such as grades serve as extrinsic motivation. The study suggests that incorporating spiritual practices in educational settings can be an effective method for improving student motivation. Future research could examine the long-term effects of such practices and compare them with other spiritual or educational interventions.</p>

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A. Introduction

Learning motivation is an essential component in determining the level of academic success of students at various educational levels. Motivation does not only serve as a driving force to achieve academic goals, but it also plays a crucial role in encouraging student engagement with learning activities, time management, and comprehension of learning material. In high school environments, students are often faced with various challenges, both academic and emotional-psychological, such as national exams, preparation for higher education, and pressures from parents and society. Without sufficient motivation, students may experience anxiety, lose focus, and even face psychological stress, all of which can disrupt the learning process (Yusof et al., 2023; Ariani, 2021). Therefore, the development of student motivation becomes critical in preparing them to face these challenges more effectively, by implementing a more holistic approach such as spiritual practices.

Dhikr, which is one of the forms of worship in Islam, not only has deep spiritual meaning but also has the potential to provide positive impacts in daily life, particularly in enhancing the mental and emotional quality of individuals. In the context of education, dhikr can be used as an effective technique to calm the mind, reduce anxiety, and strengthen the determination and intention of students in achieving their learning goals. Research shows that dhikr activities can

improve psychological well-being, thus enabling students to better manage stress and anxiety (Setiawan et al., 2024). The mental calm produced by dhikr allows students to focus more on their studies, improving their concentration and memory. Studies also indicate that students who regularly engage in spiritual activities show an increase in learning motivation and better academic success compared to those who do not practice these activities (Erbe, 2024; Ariani, 2021).

Mas Al-Amanah Al-Gontory, as an Islamic-based educational institution, plays a vital role in integrating spiritual values into student education. Education at this institution is not only focused on transferring general knowledge but also on shaping character and spirituality. In the effort to create intelligent and character-driven generations, various integrative programs are designed to combine academic and spiritual aspects synergistically, one of which is the dhikr program in students' daily routines. The integration of dhikr into school activities aims to remind students of the importance of maintaining a relationship with God, which is expected to strengthen their motivation in facing various learning challenges. This perspective aligns with the concept of holistic education, which encompasses the development of moral and spiritual aspects, in addition to academic mastery (Ridho et al., 2023).

The implementation of dhikr at Mas Al-Amanah is also not just seen as a religious activity but is considered as a means to create a conducive and supportive learning environment. In the tranquil atmosphere created by the practice of dhikr, students are better able to concentrate, plan their study time, and devise effective strategies for facing exams. Additionally, this dhikr activity serves as a way to reduce stress and anxiety, common issues among students in today's competitive educational environment (Effendi & Erb, 2024). The inner peace derived from dhikr allows students to think clearly and face exams and academic tasks with higher confidence. In the framework of motivation theory, one factor that can enhance motivation is the closeness of students to sources of strength and encouragement that they believe in. Dhikr allows students to feel a closer connection with God, which provides a sense of security, comfort, and hope. Self-confidence and the desire to succeed academically can be strengthened by this spiritual belief, in line with intrinsic and extrinsic motivation theories, where internal drives through spiritual practices reinforce external motivations to achieve academic success (Erbe, 2024).

Various studies indicate that dhikr is not only beneficial on an individual level but can also strengthen relationships among students. When dhikr is performed collectively, it can create strong emotional bonds between them, as well as build a sense of togetherness in the group. This collaborative activity can encourage social and collective responsibility in the learning process, which is crucial in enhancing learning motivation because students feel they are not struggling alone but together with their peers (Setiawan et al., 2024). Regarding the positive impact of dhikr, several studies have shown a significant relationship between spiritual activities and student learning motivation. One study highlights that students who regularly engage in spiritual practices such as dhikr experience significant improvements in learning motivation, especially in dealing with exams and academic tasks. This increase in motivation is attributed to the calming effect of dhikr, which helps students focus better on their studies (Ariani, 2021). Therefore, dhikr is recognized as an effective tool to boost students' confidence and enthusiasm in learning, ultimately leading to improved academic performance.

The integration of religious values into education, including through dhikr practices, is part of efforts to create students who not only possess high academic skills but also strong character. When education does not accommodate spiritual and moral aspects, it can leave a void in students' overall development. Dhikr at Mas Al-Amanah is expected not only to create a positive impact in facing academic challenges but also in shaping better personalities in society

(Ariani, 2021). To measure the impact of dhikr on students' learning motivation at the institution, further comprehensive research needs to be conducted. The goal of this research is to explore and deeply understand the influence of dhikr in enhancing learning motivation and the underlying mechanisms involved in this process. It is hoped that the research will provide solid empirical evidence demonstrating the effectiveness of dhikr as a tool for improving learning motivation. The results of this study are also expected to contribute to the development of a more inclusive and holistic educational model that integrates spiritual, social, and academic aspects in the students' learning environment.

This entire research is important for providing deeper insights into the role of dhikr in enhancing student learning motivation and the implementation of spiritual activities in modern education. With the increasing need to create students who are not only academically proficient but also mentally and spiritually strong, dhikr should be considered as one of the methods worth implementing. The hope from this research is to provide recommendations for other educational institutions to adopt spiritual activities that can elevate the quality of education in a holistic and sustainable manner in the future (Setiawan et al., 2024).

B. Methods

This research uses a qualitative method, which is based on the philosophy of postpositivism, focusing on understanding phenomena by viewing them in their social and natural contexts, rather than in artificially controlled conditions. In this method, the researcher acts as the primary instrument involved in the process of data collection, analysis, and interpretation of the phenomena being studied. The approach emphasizes an in-depth understanding of the meanings, experiences, and subjective perspectives of the participants, which cannot be explained solely through numbers or statistics. Therefore, qualitative research focuses more on the meaning and description of phenomena in their natural context. One of the main characteristics of qualitative research is the natural condition of the objects being studied. Unlike experimental approaches, which involve controlled environments, qualitative research seeks to explore and understand phenomena as they occur in real-life situations without interventions. Researchers aim to understand the perspectives and subjective experiences of the informants or participants in their social context, emphasizing detailed descriptions and the unveiling of complex meanings.

In qualitative research, sampling techniques used include purposive sampling and snowball sampling. Purposive sampling is a data source selection technique based on specific criteria relevant to the research objectives. Participants are chosen deliberately based on specific qualifications, such as those who have in-depth knowledge, relevant experience, or essential information necessary to answer the research questions. This technique allows the researcher to select participants who can provide the most relevant and detailed information related to the research topic. Meanwhile, snowball sampling is used when the initial number of data sources is limited and cannot provide a comprehensive picture. In this technique, the researcher starts with a small number of relevant data sources and asks them to refer others who possess related information. This process continues until a sufficient number of data sources are gathered to achieve saturation, which is when no new information emerges from further data collection. Snowball sampling is particularly useful in research involving hard-to-reach or hidden populations, and it helps the researcher access information from individuals who might not be easily found through conventional sampling techniques.

In this research, both sampling techniques are used to ensure that the data sources obtained encompass a wide and representative perspective on the phenomenon being studied, so that the data collected can provide an in-depth and valid understanding of the impact of dhikr on

students' learning motivation. The qualitative approach with these appropriate sampling techniques is expected to yield findings that are more contextual, relevant, and provide a better understanding of the relationship between dhikr and students' learning motivation at Mas Al-Amanah Al-Gontory. Once the data is collected through interviews, observations, and documentation, the next step is data analysis. In this qualitative research, thematic analysis will be used, where the researcher identifies key themes that emerge from the collected data. This process involves organizing the data, marking relevant themes, and interpreting the meaning of each theme identified. In this case, the researcher aims to uncover patterns that can provide insights into the impact of dhikr on students' learning motivation. Thematic analysis will help the researcher draw more in-depth and contextual conclusions regarding the role of dhikr in motivating students in their learning process.

This data collection and analysis process will be carried out while ensuring the validity and reliability of the research findings. Validity in qualitative research focuses on how trustworthy the findings are and whether they represent the phenomenon being studied. To achieve this, the researcher will employ data triangulation, which involves using multiple data sources or methods to confirm the research findings. Additionally, member checking will be conducted by asking participants to verify the findings and interpretations made by the researcher, ensuring that the research results are accurate and in line with the views and experiences of the participants. By using a qualitative approach and appropriate sampling techniques, this research is expected to provide a deeper understanding of the impact of dhikr in improving students' learning motivation at Mas Al-Amanah Al-Gontory, as well as contribute to the development of a more holistic, spiritually-based educational model.

C. Result and Discussion

The Implementation of Dhikr Asmaul Husna at MAS Al-Amanah Al-Gontory

Dhikr refers to the act of mentioning Allah's name through various forms of praise such as reciting tasbih, tahlil, tahmid, basmallah, reciting the Quran, and other well-known supplications accepted by Prophet Muhammad SAW. Al-Asmaa Ul-Husna refers to the beautiful names of Allah. Dhikr is a way of supplicating to Allah with the purpose of drawing closer to Him, and it is known to be an effective and efficient prayer. This is because it is easy to recite, short, light, and comprehensive, addressing both worldly and afterlife matters, and promising the reward of Jannah. At MAS Al-Amanah Al-Gontory, Dhikr Asmaul Husna is practiced daily before the learning process begins, from 06:30 to 07:00 WIB. This practice is part of the student's tadarus program at the mosque, which is a routine conducted by the school. Dhikr Asmaul Husna is also part of the competency standards taught in the Aqidah Akhlak lessons. The activity is led by OSPA officials on a rotating basis and is usually supervised by several teachers. Dhikr is one way of supplicating to Allah, seeking His help and blessings so that the students' aspirations can be granted.

The goal of Dhikr Asmaul Husna at MAS Al-Amanah Al-Gontory is to bring students closer to Allah SWT, provide them with a way to engage in supplication and tawakal, and create a sense of peace and encouragement to help them in the learning process. The essence of this dhikr is to seek Allah's help by collectively remembering Him and praying together before the learning process begins, with the objective of fostering positive changes for the students during their educational journey. One of the benefits of dhikr is the descent of Allah's mercy, as stated in the Hadith of the Prophet Muhammad SAW: "Those who sit for dhikr, the angels will surround

them, Allah will shower them with His mercy, and Allah will mention (boast) about them to the angels around Him." Because the activities begin with dhikr, all knowledge will be easier to grasp. In fact, at MAS Al-Amanah Al-Gontory, students tend to stay longer at school, often reluctant to go home. This is a testament to how students are more comfortable and motivated to learn, influenced by the calming effect of dhikr, as well as their positive attitude towards the madrasa. This indicates that students enjoy learning and are interested in their lessons.

Learning Motivation at MAS Al-Amanah Al-Gontory

Motivation can be defined as an internal drive within an individual to engage in specific activities in order to achieve a goal. Motivation becomes active during certain moments, especially when the need to achieve a goal is perceived as urgent or necessary. Motivation can also be viewed as a series of efforts to provide certain conditions that encourage an individual to want to do something. If the individual does not like a task, they will work toward eliminating that discomfort.

Sadirman differentiates two types of motivation: intrinsic motivation and extrinsic motivation:

1. Intrinsic Motivation: This motivation becomes active without external stimulation because the individual already has an internal drive to engage in activities.
2. Extrinsic Motivation: This motivation becomes active because of external stimuli.

At MAS Al-Amanah Al-Gontory, both intrinsic and extrinsic motivations can be observed among the students. For instance, students are intrinsically motivated to join MAS Al-Amanah Al-Gontory because of their desire to be part of the school, which makes them eager to engage in both academic and extracurricular activities. Students with high intrinsic motivation tend to take lessons seriously, actively participate, and diligently complete assignments given by the teachers. This is reflected in their daily test scores, where students with high motivation tend to achieve better results than those with lower motivation. Extrinsic motivation in MAS Al-Amanah Al-Gontory comes from the grades given by the teachers for assignments, daily tests, and semester exams. The possibility of remedial exams also serves as an extrinsic motivator for some students, encouraging them to study harder to avoid remedial exams. However, some students neglect their academic progress, frequently taking remedial exams without any significant improvement. In the learning process, both intrinsic and extrinsic motivations play an essential role in encouraging students to engage fully in their education.

Learning motivation refers to the internal and external drives that influence students to learn and lead to changes in behavior. Motivation is an encouragement that directs individuals toward achieving behavioral changes, generally supported by various indicators. These indicators of learning motivation can be classified as follows: (1) the desire and determination to succeed; (2) the internal drive and needs for learning; (3) future aspirations and ambitions; (4) the desire for rewards or recognition in learning; (5) the existence of engaging learning activities; and (6) a conducive learning environment that supports students in learning effectively.

Enhancement of Learning Motivation in Class XII Students Through Dhikr at MAS Al-Amanah Al-Gontory

Dhikr means remembrance, specifically mentioning Allah's name while praising His greatness. Dzikirullah means the life of the heart, the light of the eyes, and a way to attain heaven

on earth and good fortune in the afterlife. Dhikr in Islam is a highly noble act of worship with great rewards in the sight of Allah. For Muslims striving to follow the divine path, it is essential not to forget Allah in every circumstance. Al-Asmaa Ul-Husna refers to Allah's most beautiful names, and dhikr of these names means remembering and praising Allah's greatness to attain tranquility, draw closer to Allah, and cultivate righteous behavior that is pleasing to Allah SWT. The purpose of Dhikr Al-Asmaa Ul-Husna is to seek Allah's help through dhikr and collective prayers, aiming to bring about positive change in the daily lives of the participants.

MAS Al-Amanah Al-Gontory has its own approach to motivating students' learning: through the practice of dhikr, specifically reciting Asmaul Husna each morning before lessons begin. In addition to reciting Asmaul Husna, students also engage in reciting chosen surahs, such as Al-Waqiah, Ar-Rahman, Al-Mulk, and other short surahs. Dhikr to Allah is an act of worship not bound by time, place, or circumstance. Every morning, students gather at the mosque for group dhikr, starting from class X to class XII, as part of the school's tadarus program. By engaging in dhikr, students find tranquility during the learning process, and their motivation to study increases. Each morning, Asmaul Husna is recited as the starting point, followed by the chosen surahs. The goal of Dhikr Asmaul Husna at MAS Al-Amanah Al-Gontory is to bring students closer to Allah SWT, provide a means for supplication and tawakal, and thus help them find peace and motivation for their learning journey. The essence of Dhikr Al-Asmaa Ul-Husna is to seek Allah's assistance by engaging in collective dhikr and prayers every morning before lessons begin, with the aim of making positive changes in the students' learning experiences.

After performing dhikr each morning, students experience a sense of tranquility during their learning sessions. This is evidenced by their increasing motivation to participate actively in lessons and their diligence in completing assignments given by the teachers. They work hard to achieve good grades. Furthermore, dhikr is also associated with tests, such as memorization exams for Asmaul Husna, and at the end of their three years of study, students take a comprehensive exam, including an exam on Aqidah Akhlak. One of the benefits of dhikr is the descent of Allah's mercy, as stated in the Hadith of the Prophet Muhammad SAW: "Those who sit for dhikr, the angels will surround them, Allah will shower them with His mercy, and Allah will mention (boast) about them to the angels around Him." As activities that begin with dhikr, acquiring knowledge becomes easier, which is a valuable benefit for the students at MAS Al-Amanah Al-Gontory.

D. Conclusion

This research aimed to explore the impact of Dhikr Asmaul Husna on enhancing learning motivation among students at MAS Al-Amanah Al-Gontory. The findings reveal that the implementation of daily dhikr sessions before lessons significantly contributes to students' sense of peace, focus, and motivation. Through the regular practice of dhikr, students develop a closer relationship with Allah SWT, fostering positive changes in their approach to learning. The integration of spiritual and academic aspects has proven to be a successful model for motivating students, as evidenced by their improved engagement in both academic and non-academic activities. Furthermore, the research highlighted the importance of both intrinsic and extrinsic motivations in shaping students' learning behaviors. Intrinsic motivation, driven by personal interest and the desire for spiritual growth, alongside extrinsic motivators such as grades and remedial exams, works synergistically to enhance students' academic performance. Future research could explore the long-term effects of integrating spiritual practices like dhikr into educational routines, particularly focusing on its impact on overall student well-being and

academic achievement. Additionally, studies comparing different spiritual practices in educational settings could provide broader insights into the role of religion in enhancing motivation and academic performance.

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