

Enhancing Students' Motivation in Islamic Religious Education Through Teacher Parent Collaboration: Evidence from an Indonesian Elementary School

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ABSTRACT : This study examines students' learning motivation in Islamic Religious Education (IRE), the implementation of a collaborative learning model between teachers and parents, and the role of such collaboration in enhancing students' motivation at UPTD SDN 18 Kalosi Enrekang. The study aimed to describe students' learning motivation in IRE, analyze the implementation of teacher-parent collaborative learning, and explain its contribution to improving students' motivation. This research employed a qualitative approach with pedagogical, psychological, and theological perspectives. The study was conducted over three months at UPTD SDN 18 Kalosi Enrekang. Primary data were obtained from the principal, teachers, parents, and students, while secondary data were collected from school documents and relevant literature. Data were gathered through observation, interviews, and documentation and analyzed using data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation, member checking, prolonged observation, and persistent observation. The findings indicate that students' learning motivation in IRE is generally good, particularly in practical topics such as prayer, worship practices, and moral values. However, motivation tends to decrease when students encounter more theoretical subjects, including tafsir and fiqh. The study also found that collaboration between teachers and parents positively affects students' learning motivation. Active parental involvement in supervising learning at home and maintaining regular communication with teachers strengthens students' enthusiasm, discipline, and engagement in learning. This study contributes to the growing literature on school-family partnerships by demonstrating how teacher-parent collaboration strengthens learning motivation within the context of Islamic Religious Education in elementary schools.

Keywords: Learning Motivation, Collaborative Learning Model, Teachers, Parents

INTRODUCTION

Islamic Religious Education (IRE) plays a fundamental role in shaping students' character and spirituality from an early age. Its normative foundation is reflected in Qur'an Surah Al-'Alaq (96:1-5), which emphasizes the command to read as a symbol of the importance of knowledge. These verses indicate that learning is part of Allah's command to develop human potential holistically. According to Ibn Kathir (2003), the

command iqra' does not merely mean reading texts but also understanding the realities of life as a means of drawing closer to Allah. Therefore, Islamic education is not only oriented toward cognitive development but also toward cultivating the values of tawhid (Islamic monotheism) and noble character that are integrated into students' daily lives in elementary schools.

The urgency of learning motivation in Islamic Religious Education is also emphasized in Qur'an Surah Al-Mujadalah (58:11), which explains the virtue of those who possess faith and knowledge. Al-Qurtubi (2006) interprets this verse as an affirmation that knowledge accompanied by faith and righteous deeds is the primary factor that elevates human status. In the context of elementary education, learning motivation is essential to ensure that students not only understand religious teachings theoretically but are also encouraged to practice them in their daily lives. High learning motivation fosters discipline, responsibility, and perseverance in participating in Islamic Religious Education learning activities continuously.

The inculcation of tawhid values from an early age is further reflected in Qur'an Surah Luqman (31:13), which contains Luqman's advice to his son not to associate partners with Allah. Ibn Kathir (2003) explains that this verse highlights the importance of faith education within the family as the primary foundation for shaping a child's personality. This is reinforced by a hadith of the Prophet Muhammad (peace be upon him), narrated by Abu Hurairah in Sahih al-Bukhari (2002), which states that every child is born in a state of fitrah (natural purity), and it is the parents who influence the direction of the child's upbringing. Therefore, the role of parents in children's religious education cannot be separated from the role of schools

From a legal perspective, the importance of family involvement in education is emphasized in Law Number 20 of 2003 concerning the National Education System of Indonesia, which states that education is a shared responsibility among the government, society, and families. Furthermore, Ministry of Education and Culture Regulation Number 30 of 2017 underscores that parental involvement in the educational process can improve students' learning outcomes and motivation. These policies indicate that the success of Islamic Religious Education learning is determined not only by teachers at school but also by parental support and guidance within the family environment.

Collaboration between teachers and parents is consistent with Bronfenbrenner's Ecological Systems Theory (1994), which argues that child development is influenced by interactions among various environmental systems, particularly the family and the school. Supportive and interconnected environments create conducive learning conditions for the development of students' motivation and character. In addition,

Maslow's Hierarchy of Needs Theory (1954) explains that emotional support and a sense of security provided by the family are prerequisites for the emergence of intrinsic motivation among students.

Learning motivation in Islamic Religious Education consists of both intrinsic and extrinsic motivation. According to Sardiman (2018), intrinsic motivation originates from students' internal awareness and personal needs, whereas extrinsic motivation is influenced by external factors such as teaching methods, learning facilities, and parental support. As educators, teachers are expected to employ diverse and innovative instructional strategies to prevent students from becoming disengaged. The use of collaborative learning methods and intensive communication with parents is considered an effective strategy for enhancing students' motivation to learn Islamic Religious Education.

Empirical evidence at UPTD SDN 18 Kalosi Enrekang indicates that students' motivation in Islamic Religious Education remains relatively low. Preliminary observations revealed that some students were passive and showed limited enthusiasm during classroom learning activities. Islamic Religious Education teachers reported that limited instructional time at school poses challenges in fostering students' character development comprehensively. However, students who receive parental guidance and attention at home tend to demonstrate more positive learning behaviors, such as consistent attendance and better completion of assignments.

Based on these normative, theoretical, legal, and empirical foundations, this study emphasizes the importance of implementing a collaborative learning model involving teachers and parents to enhance students' motivation in Islamic Religious Education. This model is expected to create synergy between schools and families in establishing a religious, supportive, and participatory learning environment. Therefore, the study entitled "Enhancing Learning Motivation in Islamic Religious Education Through a Teacher-Parent Collaborative Learning Model at UPT SDN 18 Kalosi, Enrekang Regency" is relevant to investigate as an effort to provide an applicable solution for strengthening Islamic Religious Education in elementary schools.

METHODS

Research Type and Design

This study employed a descriptive qualitative approach with a field research design. This approach was selected to obtain an in-depth understanding of the implementation of a collaborative learning model between teachers and parents in enhancing students' motivation to learn Islamic Religious Education (IRE) at UPT SDN 18 Kalosi, Enrekang Regency. According to Moleong (2009), qualitative research

produces descriptive data in the form of written or spoken words derived from directly observed subjects. A descriptive qualitative design enables researchers to systematically, factually, and contextually describe phenomena without manipulating variables, thereby allowing a comprehensive understanding of students' learning motivation and the forms of collaboration established between teachers and parents.

Research Approaches

This study utilized three approaches: theological-normative, pedagogical, and psychological. The theological-normative approach was employed to examine Qur'anic and Hadith foundations related to education and parental responsibility, as explained by Ibn Kathir (2003) in his exegesis. The pedagogical approach was used to analyze the Islamic Religious Education learning process and the implementation of teacher-parent collaboration strategies in elementary school settings. Meanwhile, the psychological approach was applied to understand students' learning motivation, both intrinsic and extrinsic, as explained in Maslow's (1954) theory of needs.

Data Sources

The data sources consisted of primary and secondary data. Primary data were obtained directly from key informants, including Islamic Religious Education teachers, the principal, parents, and students at UPT SDN 18 Kalosi Enrekang. Informants were selected purposively based on their relevance and the depth of information they could provide. Secondary data were collected from school documents, instructional programs, records of religious activities, and relevant scholarly literature, including books, journal articles, and national education regulations.

Research Instruments

In qualitative research, the researcher serves as the primary instrument. The researcher functions as the planner, data collector, analyst, and interpreter of findings. Moleong (2009) emphasized that in qualitative research, the researcher is the key instrument because sensitivity and contextual understanding largely determine data quality. Supporting instruments included interview guides, observation sheets, and documentation forms. These instruments were flexible and adapted to field conditions to ensure the accuracy and depth of the collected data.

Data Collection Techniques

Data were collected through observation, interviews, and documentation. Observation was conducted to directly examine the Islamic Religious Education learning process and the forms of collaboration between teachers and parents. Structured and semi-structured interviews were carried out with Islamic Religious Education teachers, the principal, parents, and students to explore information regarding learning motivation and collaborative experiences. Documentation was used

to collect written records such as work programs, schedules of religious activities, and student progress reports. Sugiyono (2019) stated that combining these three techniques strengthens data validity in qualitative research.

Data Analysis Techniques

Data analysis was conducted through three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, filtering, and focusing on information relevant to the research objectives. Data display was presented in the form of descriptive narratives and thematic tables to facilitate the identification of patterns and relationships among the data. Conclusions were drawn gradually and continuously throughout the research process. This analytical framework was based on the model developed by Miles and Huberman (1994), as cited in Sugiyono (2019), which emphasizes that qualitative data analysis is interactive and ongoing.

Trustworthiness of Data

The trustworthiness of the data was ensured through source triangulation, technique triangulation, and member checking. Source triangulation was conducted by comparing information obtained from teachers, parents, and students. Technique triangulation involved cross-checking data collected through interviews, observations, and documentation. In addition, member checking was carried out by confirming research findings with informants to ensure consistency between the researcher's interpretations and the realities experienced by participants. Through these procedures, the study's findings achieved a high level of credibility and scientific rigor.

RESULTS AND DISCUSSION

RESULTS

A. Students' Learning Motivation in Islamic Religious Education at UPTD SDN 18 Kalosi Enrekang

Students' learning motivation is a key factor in determining the success of the learning process, particularly at the elementary school level. The findings of this study at UPTD SDN 18 Kalosi Enrekang indicate that, in general, students' learning motivation can be categorized as fairly good. Most students demonstrated enthusiasm and active participation in learning activities, particularly when engaging with practical and application-oriented topics. Nevertheless, variations in motivation were observed among students, influenced by the nature of the learning materials, instructional methods, as well as students' psychological conditions and learning environments.

In the subject of Islamic Religious Education (IRE), students' motivation tended to be higher when the learning materials were directly related to their daily lives, such

as moral values (akhlak), etiquette (adab), stories of the prophets, and worship practices. These topics were considered easier to understand and more relevant to students' experiences, thereby fostering greater interest and active participation. In contrast, more theoretical and abstract topics, such as Qur'anic interpretation, Islamic history, and Islamic jurisprudence (fiqh), remained challenging because they required deeper thinking skills and higher levels of concentration.

The findings also revealed that students' enthusiasm was strongly influenced by the instructional approaches employed by teachers. Interactive methods, including group discussions, exemplary storytelling, educational games, and the use of instructional media, were found to enhance students' learning motivation. Conversely, monotonous and less varied teaching methods tended to reduce students' interest in learning, particularly among those with active and kinesthetic learning styles. This finding highlights the importance of teachers' creativity in designing engaging and contextualized Islamic Religious Education lessons.

Parental support emerged as a significant external factor influencing students' learning motivation. Students who received guidance, attention, and encouragement from their parents demonstrated higher levels of motivation, greater discipline in completing assignments, and stronger enthusiasm for participating in IRE learning activities. In contrast, students who received limited support at home tended to exhibit lower levels of motivation, even when they were learning in a conducive school environment. This finding confirms that parental involvement is inseparable from the success of religious education in schools.

In addition, a supportive school environment, a strong religious culture, and harmonious relationships between teachers and students contributed positively to the enhancement of learning motivation. A school environment that consistently promotes religious values creates a positive atmosphere for learning. However, a favorable environment alone is insufficient without individual attention, personal approaches, and family support at home.

Islamic Religious Education teachers implemented various strategies to enhance students' learning motivation, including connecting lesson content to students' real-life experiences, serving as positive role models, and creating enjoyable learning environments. Although some students continued to experience difficulties in understanding certain topics, humanistic and varied instructional approaches were found to sustain students' motivation over time.

Based on these findings, it can be concluded that students' learning motivation in Islamic Religious Education at UPTD SDN 18 Kalosi Enrekang is influenced by the interaction between internal and external factors, particularly the roles of teachers

and parents. Therefore, strengthening a collaborative learning model between teachers and parents is an important strategy for enhancing students' motivation in Islamic Religious Education in an optimal and sustainable manner.

B. Implementation of the Collaborative Learning Model between Teachers and Parents in Islamic Religious Education at UPTD SDN 18 Kalosi Enrekang

Collaboration between teachers and parents is an essential component in supporting students' educational success. Theoretically, parental involvement in children's education has been proven to contribute positively to students' academic, social, and emotional development. This is consistent with the perspective of Epstein (2011), who emphasizes that school-family partnerships can enhance students' learning motivation and strengthen shared responsibility for children's education. Furthermore, Bronfenbrenner's Ecological Systems Theory (1979) explains that child development is influenced by interactions between the school and family environments as interconnected components of the microsystem.

Based on the findings of this study at UPTD SDN 18 Kalosi Enrekang, collaboration between teachers and parents in Islamic Religious Education (IRE) has been implemented relatively well. The principal and IRE teachers stated that regular communication with parents serves as the primary form of collaboration. Parents who actively communicate with teachers tend to have a better understanding of their children's academic progress and character development, enabling them to provide consistent support at home. This finding supports Bandura's Social Learning Theory (1986), which highlights the importance of social environmental support in shaping students' behavior and learning motivation.

In practice, the collaborative learning model is also implemented through group discussion activities in the classroom. Students are encouraged to work together, exchange ideas, and complete tasks collectively. This approach aligns with Vygotsky's Social Constructivist Theory (1978), which argues that learning occurs most effectively through social interaction and cooperation among individuals. The findings revealed that students became more confident, communicative, and actively engaged when learning activities were conducted collaboratively.

Within the context of Islamic Religious Education, collaboration between teachers and parents extends beyond cognitive development to include the reinforcement of religious values and character formation. As argued by Lickona (2013), character education requires synergy between schools and families so that moral values can be consistently internalized. At SDN 18 Kalosi Enrekang, this collaboration is manifested through communication regarding students' progress, parental involvement in school religious activities, and homework assignments that

require parental guidance in worship practices and the development of positive moral habits.

Nevertheless, the study also identified several challenges in implementing the collaborative model. The primary challenge lies in the limited availability of time among some parents to participate actively, as well as their insufficient understanding of certain religious learning materials. These conditions result in varying levels of parental participation. The principal acknowledged an imbalance in parental involvement, with some parents being highly active while others remain less responsive. This finding indicates that the success of collaboration depends largely on the commitment of both teachers and parents.

In addition, the implementation of collaborative learning activities in the classroom revealed challenges related to the dominance of certain students during group discussions and the limited participation of more passive students. Therefore, more effective group management strategies are needed to ensure balanced participation among all students. The scaffolding approach proposed by Vygotsky (1978) may serve as a solution to support less active students and encourage their optimal participation in learning activities.

Overall, the implementation of the collaborative learning model between teachers and parents in Islamic Religious Education at UPTD SDN 18 Kalosi Enrekang has had a positive impact on improving students' learning motivation, social skills, and the reinforcement of religious values. However, its effectiveness can be further enhanced through strengthening two-way communication, providing educational programs for parents regarding the importance of involvement in religious education, and implementing more structured collaborative learning management within the classroom.

Therefore, teacher–parent collaboration should not merely be viewed as a supporting strategy but rather as an integral component of Islamic Religious Education that is oriented toward character development and the holistic growth of students.

C. The Impact of Teacher–Parent Collaboration on Enhancing Students' Learning Motivation in Islamic Religious Education at UPTD SDN 18 Kalosi Enrekang

Collaboration between teachers and parents plays a significant role in enhancing students' learning motivation, particularly in Islamic Religious Education (IRE). Conceptually, learning motivation is influenced by both internal and external factors. One of the most influential external factors is social support from the immediate environment, especially the family and the school. This finding is consistent with Bandura's Social Learning Theory (1986), which emphasizes that individuals' behavior and motivation are shaped through interactions with their social

environment. Consistent parental support can strengthen students' self-confidence and enthusiasm for learning.

The findings of this study at UPTD SDN 18 Kalosi Enrekang indicate that when parents actively assist their children with learning at home, monitor assignments, and maintain regular communication with teachers, students' motivation to learn Islamic Religious Education increases significantly. Students become more confident, enthusiastic about attending classes, and more disciplined in completing assignments. These findings are in line with Maslow's Hierarchy of Needs Theory (1954), which explains that the need for recognition and emotional support serves as a foundation for the development of intrinsic motivation.

A harmonious relationship between teachers and parents is also an important factor in supporting students' learning motivation. Epstein's School-Family Partnership Model (2011) explains that effective communication, parental involvement in school activities, and participation in educational decision-making contribute significantly to students' academic success. At SDN 18 Kalosi Enrekang, communication between teachers and parents is maintained through regular meetings, student progress reports, and communication platforms such as WhatsApp. This communication pattern has proven effective in helping parents understand their children's learning needs and provide appropriate support at home.

In the context of Islamic Religious Education, this collaboration influences not only academic achievement but also the reinforcement of religious values and character development. Religious education requires consistency between learning experiences at school and religious practices at home. As argued by Lickona (2013) character education becomes effective when there is continuity between the school and family environments. When parents actively instill religious values through role modeling and the habituation of worship practices at home, students demonstrate greater motivation to understand and apply Islamic teachings in their daily lives.

The study further revealed that parents motivate their children through various activities, such as assisting them in reading the Qur'an, discussing religious topics, providing rewards for academic progress, and involving them in religious activities. These practices strengthen students' intrinsic motivation because they feel emotionally and spiritually supported. Nevertheless, not all parents are able to participate optimally. The primary challenges include limited time due to work commitments and a lack of understanding among some parents regarding effective strategies for supporting their children's learning.

In addition to family-related factors, the role of teachers in initiating and facilitating collaboration is equally important. Islamic Religious Education teachers at

SDN 18 Kalosi Enrekang actively engage parents through programs such as “Parents’ Day,” “Parent Classes,” joint religious study sessions, and home assignments that require parental assistance. These initiatives demonstrate the school’s commitment to fostering a participatory partnership with families. Bronfenbrenner’s Ecological Systems Theory (1979) explains that strong interactions between home and school, known as the mesosystem, contribute significantly to the development of children’s motivation and character.

Although the collaboration has generally been successful, several challenges remain regarding parental communication and participation. Some parents are less responsive to meeting invitations or student progress reports, resulting in less effective support for religious learning at home. Consequently, differences in students’ learning motivation continue to exist. Therefore, more flexible and inclusive communication strategies are needed to ensure that all parents can participate according to their individual circumstances.

Overall, teacher–parent collaboration at UPTD SDN 18 Kalosi Enrekang has demonstrated a positive impact on enhancing students’ motivation in Islamic Religious Education. Emotional support, effective communication, and active involvement in religious activities emerged as the primary factors strengthening both students’ intrinsic and extrinsic motivation. However, the sustainability and effectiveness of this collaboration depend greatly on mutual commitment and increased parental awareness of their strategic role in their children’s religious education.

DISCUSSION

Students’ learning motivation at the elementary school level generally demonstrates considerable diversity, influenced by both individual characteristics and learning environments. According to Sardiman A.M. (2018), learning motivation refers to the overall driving force within students that initiates and sustains learning activities. In the context of SDN 18 Kalosi, variations in students’ motivation were evident through differing levels of interest in particular subjects. Subjects perceived as difficult and abstract, such as Mathematics and Science, tended to reduce students’ motivation, whereas subjects directly related to everyday life attracted greater interest. This finding is consistent with Djamarah (2017), who argues that learning motivation increases when students perceive learning materials as meaningful and practically relevant to their lives.

In Islamic Religious Education (IRE), students’ learning motivation tended to be higher when the learning materials were practical and applicable. This finding supports the theory of interest development proposed by Hidi and Renninger (2006), which explains that situational interest emerges when learning content is relevant to

students' real-life experiences. Topics such as prayer, supplication, and moral values were more easily understood and applied by students than theoretical subjects such as Qur'anic interpretation or Islamic jurisprudence. This condition highlights the importance of contextual approaches in Islamic Religious Education at the elementary school level. When teachers successfully connect religious content to students' daily experiences, the learning process becomes more engaging and encourages the development of intrinsic motivation.

Internal factors constitute one of the primary determinants of students' learning motivation. Personal interests, curiosity, and readiness to learn significantly influence students' engagement in learning activities. Schunk (2012) emphasizes that learning motivation increases when students believe that learning is meaningful and contributes to their personal development. In the context of Islamic Religious Education, students are more motivated when learning materials are associated with moral values, stories of the prophets, and exemplary life lessons that closely relate to their experiences. Conversely, abstract concepts presented without concrete examples tend to diminish students' interest. Therefore, teachers' understanding of students' characteristics and psychological needs is essential for fostering sustainable learning motivation.

In addition to internal factors, external influences such as parental support play a crucial role in shaping students' motivation. Wentzel (2010) explains that parental involvement in education positively affects students' learning attitudes, discipline, and academic motivation. At SDN 18 Kalosi, students who received parental assistance in learning Islamic Religious Education demonstrated higher levels of enthusiasm than those who received less attention. Parental support extended beyond academic assistance to include serving as role models in practicing religious teachings at home. When religious values are consistently implemented within the family environment, students are more likely to internalize these values and develop stronger motivation to learn.

Differences in learning motivation were also observed across grade levels. Upper-grade students, particularly those in Grade VI, exhibited increased motivation as final examinations approached. According to Slavin (2019), academic assessment demands can stimulate learning motivation, although they may also generate stress if not managed appropriately. In contrast, students in intermediate grades, such as Grade IV, displayed fluctuating levels of motivation, particularly when confronted with materials requiring deeper understanding. This situation underscores the need for teachers to adapt instructional strategies to students' cognitive and emotional

developmental stages to maintain motivation without creating excessive academic pressure.

The teaching methods employed by teachers significantly influence students' learning motivation. Suprijono (2016) argues that active and interactive learning approaches enhance student participation and interest. At SDN 18 Kalosi, the use of group discussions, educational games, and contextual storytelling proved effective in increasing students' engagement in Islamic Religious Education classes. In contrast, monotonous lecture-based instruction tended to reduce students' attention and interest. Teachers therefore play a strategic role in creating meaningful and enjoyable learning experiences. By diversifying instructional methods, teachers can facilitate deeper understanding of Islamic Religious Education content and sustain students' motivation over time.

A conducive and religious school environment also contributes significantly to students' learning motivation. Eccles (2014) asserts that a positive school culture can shape students' learning attitudes and behaviors. At SDN 18 Kalosi, the school's religious culture is reflected in activities such as Qur'anic recitation programs, celebrations of Islamic holidays, and the habituation of worship practices. These activities not only strengthen students' religious understanding but also create a learning environment that supports intrinsic motivation. When schools provide a safe, religious, and morally supportive atmosphere, Islamic Religious Education can be delivered more effectively.

Students' learning motivation in Islamic Religious Education is influenced by the interaction of multiple internal and external factors. Pintrich (2003) argues that learning motivation develops through the synergy of personal interests, environmental support, and appropriate instructional strategies. The findings at SDN 18 Kalosi indicate that teacher–parent collaboration, the use of contextual learning methods, and a religious school environment are key factors in enhancing students' learning motivation. Although challenges remain, particularly regarding theoretical and abstract learning materials, continuous efforts from teachers, parents, and schools are expected to improve the overall quality and effectiveness of Islamic Religious Education learning.

CONCLUSION

This study demonstrates that collaboration between teachers and parents has a significant influence on enhancing students' learning motivation in Islamic Religious Education (IRE) at UPTD SDN 18 Kalosi Enrekang. Overall, students' learning motivation was found to be at a relatively good level, particularly when learning

practical and application-oriented topics such as prayer (shalat) and supplication (doa). However, motivation tended to decline when students encountered more theoretical subjects, such as Qur'anic interpretation (tafsir) and Islamic jurisprudence (fiqh), which were perceived as more abstract and difficult to understand. These findings indicate that the relevance of learning materials to students' daily lives, as well as the instructional approaches employed by teachers, play important roles in fostering students' interest and engagement in learning.

The implementation of a collaborative learning model involving teachers and parents was found to strengthen both students' motivation and understanding of Islamic Religious Education. Regular communication between teachers and parents, parental involvement in religious activities, and learning assistance provided at home contributed positively to students' enthusiasm for learning. Students who received active parental support demonstrated higher levels of motivation, greater consistency in learning, and stronger engagement in educational activities compared to those who received limited parental attention.

Despite these positive outcomes, several challenges continue to affect the effectiveness of teacher–parent collaboration. The most prominent challenges include parents' limited availability due to work commitments and the lack of awareness among some parents regarding their strategic role in supporting their children's religious education. Therefore, systematic efforts are needed to strengthen communication, increase parental participation, and provide greater awareness of the importance of parental involvement. Such efforts are essential to ensuring that teacher–parent collaboration can be implemented more effectively, sustainably, and comprehensively in supporting students' learning motivation in Islamic Religious Education.

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