

The Impact of the Application of Islamic Values in Natural Science (IPA) Learning on the Learning Motivation of Class VII Students at MTsN 1 Enrekang

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ABSTRACT : This study began with initial observations showing that approximately 58% of students at MTsN 1 Enrekang demonstrated low intrinsic learning motivation in Natural Science (IPA) classes. This condition is a serious concern, considering that science is an essential subject in developing students' scientific and logical thinking skills. Therefore, this research aims to explain the implementation of Islamic values in Natural Science learning and to describe the relationship between sincerity in learning (ikhlas), responsibility, and love of knowledge in shaping the learning motivation of seventh grade students at MTsN 1 Enrekang. This research employed a qualitative approach with a descriptive research design, focusing on the process, experiences, and meanings of applying Islamic values in science learning. The data were collected through classroom observations, interviews with science teachers, students, homeroom teachers, and other related parties, as well as documentation studies. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, while the validity of the data was ensured through triangulation techniques. The findings revealed that sincerity in learning was internalized through the cultivation of learning intentions as an act of worship. Responsibility was developed through habituation of discipline and consistency in participating in science learning activities. Meanwhile, love of knowledge was fostered by connecting scientific concepts with the greatness and order of Allah SWT's creation. These three values were integrated pedagogically and spiritually, reinforcing one another and contributing to the continuous development and strengthening of students' learning motivation, as indicated by increased interest, active participation, seriousness, and responsibility in science learning. This study demonstrates that the implementation of Islamic values in science learning can holistically enhance students' learning motivation.

Keywords: Implementation Of Islamic Values, Science Learning, Student Learning Motivation.

INTRODUCTION

Education in Indonesia is currently facing significant challenges, particularly regarding students' low learning motivation in subjects perceived as difficult, such as

Science. Low learning motivation not only affects academic achievement but also influences character development and positive attitudes toward learning. According to Santrock (2020), motivation is a key psychological factor that determines learning success because it is directly related to students' persistence, interest, and engagement in the learning process. Low motivation often results in passive behavior, reduced enthusiasm, and limited understanding of scientific concepts. This condition is further exacerbated by monotonous, teacher-centered instructional methods. Therefore, enhancing learning motivation should become a priority in educational policy through innovative approaches that address students' cognitive, affective, and spiritual dimensions holistically.

From an Islamic theological perspective, meaningful change begins within the individual. This principle is emphasized in Qur'an Surah Ar-Ra'd (13:11), which states that Allah will not change the condition of a people until they change what is within themselves. According to Berger (1967), religion serves as a framework of meaning that shapes human consciousness and behavior in social life. In the educational context, this verse implies that improving students' learning quality and character must begin with strengthening their internal motivation. Learning motivation is not merely driven by external rewards but also by spiritual awareness rooted in intention and personal responsibility. Therefore, education should integrate spiritual values so that students view learning not only as a means of achieving academic success but also as an act of worship and devotion to Allah.

The importance of seeking knowledge is further emphasized in Qur'an Surah At-Tawbah (9:122), which explains that a group of believers should devote themselves to acquiring knowledge in order to guide and educate others. This verse highlights learning as both a moral and social responsibility. Hidayatullah (2010) argues that character education should encourage students to develop intellectual and spiritual responsibility in applying knowledge. In the context of Islamic schools, learning science is not limited to understanding scientific concepts; it also involves recognizing knowledge as a trust that should be used for the benefit of society. When students possess strong motivation, they perceive learning as an inner necessity rather than merely a school obligation. Therefore, science instruction should foster spiritual meaning to strengthen students' internal commitment to knowledge.

The command to read as the foundation of knowledge development is clearly stated in Qur'an Surah Al-'Alaq (96:1–5). These verses position intellectual activity as the cornerstone of human civilization. Muhaimin (2015) argues that Islamic education regards knowledge as the primary pathway to developing both self-awareness and social consciousness. In science learning, the command **iqra'** may be interpreted as reading and understanding nature as a manifestation of Allah's signs (**ayat kauniyyah**). Integrating Islamic values into science education enables students to

connect scientific concepts with the principle of *tawhid* (the oneness of God). Consequently, learning science becomes not only a cognitive activity but also a spiritual reflection. This approach encourages intrinsic motivation because students perceive learning as an act of obedience and a means of drawing closer to Allah.

A hadith narrated by Muslim (No. 2699) states that whoever follows a path in pursuit of knowledge will have his path to Paradise made easy. Lickona (2018) explains that character education becomes more effective when moral values are connected to meaningful life purposes. In this context, students' motivation to learn increases when they realize that seeking knowledge is a path toward spiritual excellence. Knowledge is not merely a tool for worldly success but also a means of attaining Allah's pleasure. Therefore, science instruction should be designed to cultivate religious awareness so that students perceive learning as having transcendent value. Motivation that emerges from such awareness tends to be stronger and more sustainable than motivation based solely on rewards or punishments.

From a legal perspective, Law No. 20 of 2003 on the National Education System states that the purpose of education is to develop individuals who are faithful, pious, and possess noble character. Mulyasa (2021) emphasizes that character education should be integrated across all subject areas. Furthermore, the Ministry of Education and Culture Regulation No. 22 of 2016 concerning Process Standards highlights the importance of developing students' spiritual and social attitudes through instruction. Within Islamic schools, the Ministry of Religious Affairs Regulation No. 28 of 2014 further strengthens the integration of Islamic values across the curriculum. These policies indicate that science education should not be separated from value-based dimensions. Integrating values such as sincerity, responsibility, and love of knowledge is expected to enhance students' intrinsic motivation and foster well-rounded religious character.

Research by Muchlis et al. (2020) found that Islamic character-based science modules improved students' spiritual attitudes and learning motivation at the junior secondary level. Similar findings were reported by Putri and Sulaiman (2021), who concluded that the internalization of religious values through habitual practice increased students' emotional engagement in learning. Moreover, Deci and Ryan (2020), through Self-Determination Theory, argue that intrinsic motivation develops when learning is meaningful and aligned with students' personal values. The integration of Islamic values into science learning fulfills students' psychological needs for competence, autonomy, and relatedness. Therefore, science instruction that connects scientific knowledge with faith-based values not only enhances conceptual understanding but also strengthens students' internal motivation in a sustainable manner.

However, preliminary observations at MTsN 1 Enrekang revealed that science instruction has not sufficiently integrated Islamic values, resulting in relatively low student motivation. Sari and Nugroho (2023) emphasize that school policies and a religious school culture play a crucial role in determining the quality of value-based learning. This gap highlights the need for innovative science instruction that incorporates values such as sincerity, responsibility, and a love of learning. Therefore, this study aims to analyze the implementation of Islamic values in seventh-grade science instruction at MTsN 1 Enrekang and examine their impact on students' learning motivation. Through this approach, learning is expected to become more meaningful, holistic, and contextual. The findings of this study are expected to serve as a reference for other Islamic schools seeking to develop science education grounded in Islamic values.

METHODS

Research Site and Participants

This study was conducted at MTsN 1 Enrekang (State Islamic Junior High School), located in Baraka District, Enrekang Regency, South Sulawesi Province, Indonesia. The school operates under the Ministry of Religious Affairs and demonstrates a strong commitment to integrating Islamic values into the teaching and learning process. MTsN 1 Enrekang was selected because its characteristics align with the objectives of this study, namely examining the impact of implementing Islamic values in science instruction on students' learning motivation. The research participants consisted of science teachers and seventh-grade students.

Research Design and Approach

This study employed a descriptive qualitative approach aimed at gaining an in-depth understanding of the implementation of Islamic values in science learning and its impact on students' learning motivation. A qualitative approach was chosen because it allows researchers to explore participants' meanings, perceptions, and experiences within their natural and contextual settings (Moleong, 2009; Sugiyono, 2019).

Data Sources

The study utilized two types of data sources:

- a. Primary data, obtained from science teachers and seventh-grade students through classroom observations and in-depth interviews.
- b. Secondary data, consisting of instructional documents such as lesson plans, teaching materials, photographs of learning activities, school records, and relevant literature related to the research topic.

Data Collection Techniques

Data were collected using the following techniques:

- a. Observation, to examine the science learning process and the integration of Islamic values within classroom instruction;
- b. Semi-structured interviews, to explore teachers' and students' perceptions regarding the implementation of Islamic values in science learning;
- c. Documentation, used as supporting evidence and supplementary data for the study.

Data Analysis Techniques

Data analysis followed the interactive model developed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994). The analyzed data were presented in the form of descriptive narratives and thematic tables to facilitate interpretation and understanding of the findings.

Trustworthiness of the Data

The trustworthiness of the data was established through source triangulation, methodological triangulation, and theoretical triangulation. In addition, the study applied the trustworthiness criteria proposed by Lincoln and Guba (1985), including credibility, transferability, dependability, and confirmability, to ensure the validity, reliability, and rigor of the research findings.

RESULT AND DISCUSSION

RESULTS

A. Implementation of Islamic Values in Grade VII Science Learning at MTsN 1 Enrekang (Ecosystem and Biodiversity Topics)

Based on initial observations and interviews with science teachers, homeroom teachers, the principal, and the vice principal for curriculum affairs, it was found that science instruction at MTsN 1 Enrekang had previously focused primarily on curriculum targets and content delivery. The integration of Islamic values into general subjects had not been systematically planned and was mostly incidental. The results of the preliminary interviews are presented in Table 1.

Table 1. Initial Conditions of Science Learning

Informant	Main Statement
Science Teacher (Dra. Hj. Mukarramah)	Islamic values were limited to opening and closing prayers and had not been integrated into the content or learning process.
Homeroom Teacher (Suci Fitiani Muis, S.Pd.)	Some students lacked responsibility and had limited awareness of the importance of learning science.
Principal of MTsN 1 Enrekang (Saiman Sapandi, S.Pd., M.Pd.)	Science learning was still viewed as pure science, and Islamic values had not yet become part of the learning culture.

The interview findings indicate that science learning at MTsN 1 Enrekang had not systematically integrated Islamic values before the study. Teachers generally connected learning activities only through prayers, while homeroom teachers observed students' low sense of learning responsibility. The principal emphasized that general subjects were still taught separately from Islamic values. These conditions highlighted the need for a planned integration of Islamic values into science learning, particularly in ecosystem and biodiversity topics.

1. Implementation of the Value of Sincerity (Ikhlas) in Ecosystem and Biodiversity Learning

To examine the implementation of sincerity, classroom observations and interviews with teachers and students were conducted. The focus was on strengthening students' intentions to learn as an act of worship and connecting science content with Qur'anic verses. The interview results are presented in Table 2.

Table 2. Interview Results on the Implementation of Sincerity

Informant	Main Statement
Science Teacher (Hasniah, S.Pd.)	Learning activities began by strengthening students' intentions and relating the topic to Qur'an Surah Al-Baqarah (2:164).
Science Teacher (Muhammad Saleh, S.Si.)	Students became more serious in learning because they understood the orderliness of Allah's creation.
Student (S-1)	Felt calmer and more focused when learning because the intention was for Allah.
Student (S-10)	Learning was not only for grades but also for understanding Allah's creation.

Observations and interviews revealed that sincerity was cultivated by encouraging students to view learning as an act of worship and by connecting ecosystem concepts with Qur'anic teachings. Teachers emphasized that studying the order and balance of nature represents gratitude toward Allah. As a result, students became more focused, sincere, and engaged in learning activities. They shifted their orientation from merely pursuing academic scores to understanding learning as a form of worship, which increased their seriousness and participation in science lessons.

2. Implementation of the Value of Responsibility in Ecosystem and Biodiversity Learning

To explore the implementation of responsibility, the researcher observed environmental observation activities and group work and conducted interviews with

teachers, homeroom teachers, curriculum coordinators, and students. The findings are summarized in Table 3.

Table 3. Interview Results on the Implementation of Responsibility

Informant	Main Statement
Science Teacher (Muhammad Saleh, S.Si.)	Students were assessed based on both their learning process and their contributions to group work.
Homeroom Teacher (Kasim, S.E.)	Students became more disciplined in attendance and assignment submission.
Vice Principal for Curriculum (Nasri Rahim, S.Pd.)	Value-based learning positively supported students' attitudes and behavior.
Student (S-06)	Realized that group assignments are a shared responsibility.
Student (S-04)	Understood that protecting the environment is both a responsibility and an Islamic teaching.

The findings indicate that responsibility was developed through collaborative learning, environmental observation activities, and discussions related to Qur'an Surah Al-A'raf (7:56), which prohibits environmental destruction. Students actively fulfilled their roles in group work, completed assignments responsibly, and demonstrated greater concern for environmental cleanliness. Teachers emphasized process-based assessment, ensuring that science learning fostered not only knowledge acquisition but also responsible behavior in real-life contexts.

3. Implementation of the Value of Love for Knowledge in Ecosystem and Biodiversity Learning

The study also investigated how the value of love for knowledge was promoted through inquiry, discussion, and the integration of Qur'an Surah Al-An'am (6:99). The interview results are presented in Table 4.

Table 4. Interview Results on the Implementation of Love for Knowledge

Informant	Main Statement
Science Teacher (Nasri Rahim, S.Pd.)	Seeking knowledge is considered a form of worship.
Science Teacher (Dra. Hj. Mukarramah)	Connecting science concepts with Qur'anic verses helped students appreciate knowledge more deeply.
Science Teacher (Hasniah, S.Pd.)	Students became more enthusiastic because they learned about Allah's creation.
Student (S-9)	Science felt more relevant to everyday life.
Student (S-1)	Wanted to study science more seriously because learning is a form of worship.

The implementation of love for knowledge was reflected in students' increased curiosity, active questioning, and participation in discussions. Teachers connected biodiversity topics with Qur'anic teachings, enabling students to perceive science learning as a means of understanding Allah's creation. As a result, students were motivated not only by academic achievement but also by intrinsic motivation rooted in religious values. This approach enhanced their interest, engagement, and enjoyment in learning science.

B. The Impact of Islamic Values Integration on the Learning Motivation of Grade VII Students at MTsN 1 Enrekang (Ecosystem and Biodiversity Topics)

Following the implementation of the Islamic values of sincerity (ikhlas), responsibility, and love of knowledge in science instruction, the researcher observed significant improvements in students' learning motivation. These changes were reflected in students' interest in participating in science lessons, consistency in completing assignments, active participation in classroom activities, motivation to understand the subject matter, and responsibility for their learning outcomes. To clarify these findings, the interview results are presented in the following tables.

1. Students' Interest in Participating in Science Lessons

To examine students' level of interest, the researcher observed their attention, enthusiasm, and responses during science lessons integrated with Islamic values. The interview results are presented in Table 5.

Table 5. Interview Results on Students' Interest in Learning

Informant	Main Statement
Science Teacher (Nasri Rahim, S.Pd.)	Students showed greater interest when the material was connected to Allah's creation.
Student (S-02)	Learning science became more meaningful because it was viewed as an act of worship.

The observations and interviews revealed that students became more enthusiastic and focused when ecosystem and biodiversity topics were linked to the greatness of Allah's creation. Students paid closer attention to the teacher's explanations, actively took notes, and followed learning activities more seriously. Both teachers and students stated that science learning became more meaningful, serving not only as the study of scientific concepts but also as a means of understanding nature and appreciating Allah's power. Consequently, students' interest in learning science increased significantly.

2. Students' Consistency in Studying and Completing Assignments

To examine students' consistency, the researcher observed the punctuality of assignment submissions and students' commitment to completing both individual and group tasks. The interview results are presented in Table 6.

Table 6. Interview Results on Consistency in Completing Assignments

Informant	Main Statement
Science Teacher (Hasniah, S.Pd.)	The value of responsibility encouraged students to complete assignments more consistently.
Homeroom Teacher (Yusriani, S.T., S.Pd.)	Students became more disciplined compared to before.

The findings indicated that students became more consistent in completing science assignments after responsibility was emphasized as an Islamic value. Although a few students still struggled with punctuality, most completed individual and group tasks with greater discipline. Teachers and homeroom teachers reported that students no longer needed constant reminders, as they had developed a stronger sense of responsibility toward their academic duties.

3. Students' Active Participation in Discussions and Learning Activities

To assess student participation, the researcher observed students' involvement in group discussions and environmental observation activities. The interview results are presented in Table 7.

Table 7. Interview Results on Students' Active Participation

Informant	Main Statement
Science Teacher (Nasri Rahim, S.Pd.)	Classroom discussions became more dynamic, with students actively asking questions and expressing opinions.

Classroom observations showed that the learning environment became more active and interactive. Students participated in asking questions, sharing opinions, and collaborating to identify ecosystem components and biodiversity elements. Teachers noted that students developed a sense of responsibility toward both their groups and the learning material, leading to a substantial increase in classroom participation.

4. Motivation to Understand the Subject Matter

To explore students' motivation to understand the material, the researcher observed their seriousness in following explanations and developing conceptual understanding. The interview results are presented in Table 8.

Table 8. Interview Results on Motivation to Understand the Material

Informant	Main Statement
Science Teacher (Muhammad Saleh, S.Pd.)	Students wanted to understand the concepts rather than simply memorize them.

Student (S-06)	I studied science more seriously because it is beneficial for both life and religion.
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The findings revealed that students were motivated to gain a deeper understanding of scientific concepts rather than relying solely on memorization. Teachers emphasized that seeking knowledge is an obligation in Islam, which encouraged students to develop intrinsic motivation to master ecosystem and biodiversity concepts. Students stated that science knowledge was valuable for both daily life and religious understanding, motivating them to learn with greater seriousness and awareness.

5. Responsibility for Learning Outcomes

To examine students' responsibility for their learning outcomes, the researcher observed their commitment during assessments and their efforts to improve academic performance. The interview results are presented in Table 9.

Table 9. Interview Results on Responsibility for Learning Outcomes

Informant	Main Statement
Vice Principal (Dra. Hj. Mukarramah)	Students became more responsible for their learning outcomes.
Student (S-01)	I complete assignments seriously because learning benefits both myself and my faith.

Observations and interviews demonstrated that students developed a stronger sense of responsibility for their learning outcomes, both individually and collectively. They worked diligently on assignments, participated seriously in assessments, and made efforts to improve unsatisfactory results. Both the vice principal and students emphasized that value-based learning fostered the awareness that learning is not merely for obtaining grades but also for personal development and obedience to Allah.

Overall, the findings indicate that integrating the Islamic values of sincerity, responsibility, and love of knowledge into science instruction on ecosystem and biodiversity topics had a positive impact on the learning motivation of Grade VII students at MTsN 1 Enrekang. This impact was reflected in increased interest in learning, greater consistency in completing assignments, more active participation in classroom activities, stronger motivation to understand scientific concepts, and a heightened sense of responsibility for learning outcomes.

C. Supporting and Inhibiting Factors in the Implementation of Islamic Values in Grade VII Science Learning at MTsN 1 Enrekang

1. Supporting Factors

To identify the factors supporting the implementation of Islamic values in science learning, the researcher collected information from the principal, teachers, and students regarding the school environment, leadership support, curriculum relevance, and student responses. The interviews focused on aspects that strengthened the integration of Islamic values into the learning process. The interview results are presented in Table 10.

Table 10. Interview Results on Supporting Factors

Informant	Main Statement
Principal	The madrasa's religious environment and school culture support character development.
Science Teacher	Ecosystem topics can be easily integrated with the concepts of <i>khalifah</i> (stewardship) and responsibility.
Vice Principal for Curriculum	The curriculum provides opportunities for integrative learning based on Islamic values.
Students	The lessons become more interesting, easier to understand, and encourage greater responsibility.

The interview findings indicate that the implementation of Islamic values in science learning at MTsN 1 Enrekang was supported by several factors, including the religious character of the madrasa, strong leadership support, the compatibility of ecosystem and biodiversity topics with Islamic teachings, and positive student responses. The school environment, which promotes prayer, discipline, and good moral conduct, has familiarized students with Islamic values in daily activities. In addition, the curriculum provides opportunities for teachers to connect scientific concepts with Islamic teachings. Students reported that science lessons became more meaningful, engaging, and relevant, while also fostering a stronger sense of responsibility toward academic tasks and environmental stewardship.

2. Inhibiting Factors

In addition to supporting factors, the researcher also explored the challenges encountered in implementing Islamic values within science learning. Interviews focused on teachers' competencies, student characteristics, time constraints, and the consistency of value reinforcement outside the classroom. The results are presented in Table 11.

Table 11. Interview Results on Inhibiting Factors

Informant	Main Statement
Science Teacher	Some teachers still experience difficulties in appropriately linking science content with the Qur'an and Hadith.

Islamic Education Teacher	Not all students view learning as an act of worship.
Homeroom Teacher	The reinforcement of values outside the classroom remains inconsistent due to family and environmental influences.
Science Teacher	Limited instructional time restricts the in-depth integration of Islamic values.

The interview results reveal several challenges in implementing Islamic values within science instruction. These include limited teacher competence in integrating scientific content with Qur'anic verses and Hadith, variations in students' religious understanding and motivation, restricted instructional time, and the lack of consistent value reinforcement outside the classroom. Teachers reported that Islamic values were often inserted only briefly during lessons because of time limitations. Furthermore, homeroom teachers emphasized that students' religious habits at home largely depend on parental guidance and the surrounding social environment. These challenges suggest that successful integration of Islamic values requires not only classroom-based efforts but also continuous support from families and the broader community.

Overall, the findings demonstrate that while the implementation of Islamic values in science learning is supported by a conducive religious environment, curriculum flexibility, and positive student engagement, its effectiveness is constrained by teacher preparedness, limited instructional time, and inconsistencies in value reinforcement beyond the school setting. Addressing these challenges is essential for maximizing the impact of value-based science education on students' motivation and character development.

DISCUSSION

A. Analysis of the Implementation of Islamic Values in Science Learning for Grade VII Students at MTsN 1 Enrekang

The implementation of the value of sincerity (ikhlas) in science learning on the topics of ecosystems and biodiversity was reflected in the shift of students' learning orientation from merely pursuing grades to developing an awareness of learning as an act of worship. This is consistent with Qur'an Surah Al-Baqarah (2:164), which emphasizes that natural phenomena are signs of Allah's greatness that should be studied with sincere intentions. In practice, students demonstrated seriousness, calmness, and concentration when studying ecosystem components and biotic-abiotic interactions without requiring constant reminders from teachers. This attitude indicates the growth of intrinsic motivation rooted in spiritual awareness. These findings are consistent with the study of Muchlis, Rahman, and Syarifuddin (2020), which reported that integrating sincerity values into science learning significantly

improved students' perseverance and interest in learning. Therefore, sincerity serves as the foundational value that shapes learning orientation as a form of devotion to Allah rather than merely an academic obligation.

The value of responsibility was developed through students' awareness of their role as stewards (khalifah) on Earth, as emphasized in Qur'an Surah Al-A'raf (7:56), which prohibits environmental destruction. Within the context of ecosystem learning, students demonstrated discipline by arriving on time, preparing learning materials, and completing assignments according to instructions. During discussions on ecosystem interactions, students realized that the negligence of one component could affect the entire system, similar to teamwork dynamics. This awareness fostered learning motivation based on trust, responsibility, and moral consciousness. Putri and Sulaiman (2021) found that the internalization of responsibility values through religious-based learning increased students' emotional engagement and learning consistency. Thus, responsibility functions as a stabilizing force that maintains learning motivation through discipline, active participation, and awareness of students' roles as learners and environmental caretakers.

The value of love for knowledge became a dynamic driving force in science learning when biodiversity topics were linked to Qur'an Surah Al-An'am (6:99), which encourages people to observe and investigate Allah's creations. In practice, students displayed strong curiosity, actively asked questions, participated in discussions, and enthusiastically observed differences among living organisms. This behavior indicates that learning motivation was no longer passive but active and oriented toward understanding. These findings align with Deci and Ryan's (2020) Self-Determination Theory, which argues that intrinsic motivation develops when learning is meaningful and aligned with students' personal values. By connecting science learning with recognizing Allah's greatness, students viewed knowledge as an inner necessity. The three values sincerity, responsibility, and love for knowledge—reinforced one another and formed an internal motivational framework conceptualized in this study as Tri-Based Motivation Learning (TBML).

B. Analysis of the Impact of Islamic Values on Students' Learning Motivation in Grade VII at MTsN 1 Enrekang

The implementation of Islamic values in science learning proved to have a significant impact on students' learning motivation. The integration of sincerity, responsibility, and love for knowledge into ecosystem and biodiversity topics not only strengthened conceptual understanding but also fostered positive learning attitudes. These findings are consistent with Hidayat and Rohman (2022), who reported that integrating Islamic values into science education enhances students' intrinsic motivation and active engagement. At MTsN 1 Enrekang, these changes were evident

in students' increased interest, concentration, and commitment during science lessons.

Furthermore, the value of responsibility, instilled through the perspective of stewardship (khalifah) on Earth, encouraged students to be more consistent in completing assignments and participating in discussions. Students learned not only to achieve good grades but also out of moral and spiritual awareness. This finding is in line with Rahmawati and Fauzan (2024), who demonstrated that strengthening responsibility character in science learning positively influences students' discipline and active participation. Therefore, Islamic values function as a reinforcing factor that sustains learning motivation in a stable and continuous manner.

Meanwhile, the value of love for knowledge served as a dynamic motivator that fostered curiosity and encouraged students to gain a deeper understanding of learning materials. Students showed strong enthusiasm in observing, questioning, and connecting ecosystem concepts to real-life situations. This finding supports the study by Sari and Wahyudi (2023), which concluded that religious value-based learning can enhance cognitive motivation and promote understanding-oriented learning rather than rote memorization. Thus, the integration of Islamic values into science learning not only facilitates knowledge acquisition but also contributes to students' character development and holistic learning motivation.

C. Solutions to Challenges in Implementing Islamic Values in Science Learning for Grade VII Students at MTsN 1 Enrekang

Improving teacher competence is the primary solution for overcoming limitations in integrating Islamic values into science learning. Teachers need adequate pedagogical skills to effectively connect ecosystem and biodiversity topics with Qur'anic verses and the values of sincerity, responsibility, and love for knowledge in a contextual manner. Professional development programs, internal discussions, and collaboration between science teachers and Islamic education teachers are effective strategies for achieving this goal. This finding is supported by Nurhadi and Kurniasih (2023), who reported that teachers' competence in integrating religious values significantly influences the quality of science instruction. With enhanced competence, teachers no longer perceive value integration as a burden but instead become more confident in naturally incorporating Islamic values into the teaching and learning process.

In addition to teacher development, strengthening students' learning motivation should be pursued through gradual and persuasive approaches. Differences in students' backgrounds and characteristics require strategies that build internal awareness rather than impose external pressure. Teachers can cultivate the understanding of learning as an act of worship through role modeling, appreciation of learning processes, and reinforcement of sincerity and responsibility. This approach is

consistent with Lestari and Hamzah (2024), who found that the consistent habituation of religious values effectively increases students' intrinsic motivation. At MTsN 1 Enrekang, students who were initially passive began to demonstrate behavioral improvements after receiving repeated and persuasive value reinforcement. This finding suggests that learning motivation rooted in spiritual awareness is more stable and sustainable.

Optimizing instructional time is another important solution given the limited allocation of science class hours. Islamic values do not need to be taught separately; rather, they can be naturally integrated into concept explanations, discussions, and brief reflective activities at the end of lessons. Teachers can connect ecosystem interactions with the concept of stewardship (khalifah) and biodiversity with signs of Allah's greatness. This approach is supported by Pratama and Hasyim (2023), who concluded that contextual value integration does not reduce instructional effectiveness but instead increases student engagement. Through this strategy, Islamic values can still be effectively conveyed despite time limitations, while science learning remains focused on strengthening cognitive competencies and character development simultaneously.

CONCLUSION

The findings of this study indicate that the implementation of Islamic values, namely sincerity in learning (ikhlas), responsibility, and love for knowledge, has been meaningfully integrated into science learning on the topics of ecosystems and biodiversity in Grade VII at MTsN 1 Enrekang. This integration was carried out by connecting science concepts with relevant Qur'anic verses, enabling learning to focus not only on cognitive achievement but also on the development of students' attitudes and spiritual orientation. The value of sincerity was reflected in students' intention to learn as an act of worship, responsibility was evident in their discipline and completion of assignments, while love for knowledge was demonstrated through increased interest and curiosity toward natural phenomena.

The implementation of these Islamic values had a positive impact on students' learning motivation, transforming it from primarily external motivation into intrinsic motivation. Students showed greater interest in science lessons, stronger commitment to learning activities, active participation in discussions and environmental observation activities, and a stronger sense of responsibility for their academic performance. The integration of Islamic values into science learning enabled students to perceive learning as a meaningful activity and a form of worship.

This study also identified several supporting factors, including the religious culture of the madrasah, support from school policies, the compatibility of science content with Islamic values, and positive student responses. Meanwhile, the inhibiting

factors included teachers' limited competence in contextual value integration, differences in students' initial motivation levels, limited instructional time, and inconsistent reinforcement of values outside the classroom. Nevertheless, these challenges did not diminish the effectiveness of Islamic value integration; rather, they highlighted the need for continuous improvement and reinforcement efforts.

Conceptually, this study confirms that sincerity, responsibility, and love for knowledge function as the primary foundations for developing students' learning motivation, which is formulated in this research as Tri-Based Motivation Learning (TBML). Sincerity serves as the foundation of learning orientation, responsibility strengthens consistency and discipline, and love for knowledge acts as a dynamic driving force that fosters continuous enthusiasm for learning.

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