



The Effects of Motivation, Teaching Methods, and The Learning Environment on The Interest in Learning Fiqh Among Students at MTs Darul Ihsan in Pekanbaru

Fitri Nurpita^{1a*}, Muslim Afandi^{2b}, Andi Murniati^{3c}

¹⁻³Islamic Education, Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

^afitrinurpita52@gmail.com, ^bmuslim.afandi@uin-suska.ac.id, ^candi.murniati@uin-suska.ac.id

Article History:

Received:

32-07-2026

Revised:

24-08-2026

Accepted:

28-09-2026

Keywords:

Learning Motivation, Learning Methods, Learning Environment, Interest in Learning Fiqh.

*Correspondence Address:

fitrinurpita52@gmail.com

Abstract:

Interest in learning Fiqh (Islamic jurisprudence) is crucial for successful learning in Islamic schools. However, field observations indicate that students' interest in learning Fiqh at MTs Darul Ihsan Pekanbaru, a private madrasah tsanawiyah (Islamic junior secondary school), remains low, marked by limited active participation and enthusiasm. This condition is thought to be influenced by learning motivation, teaching methods, and the learning environment. This study aims to determine the influence of these three variables, both partially and simultaneously, on students' interest in learning Fiqh at MTs Darul Ihsan Pekanbaru. The study employed a field survey design with a quantitative correlational approach. The population comprised all 68 students at the madrasah (35 boys and 33 girls); because the population was relatively small, a total sampling (saturated sampling) technique was used, in which the entire population served as respondents. Data were collected using a closed-ended Likert-scale questionnaire, with each of the four variables learning motivation, teaching methods, learning environment, and interest in learning measured by 10 items that met the validity (product-moment $r > 0.239$; $p < 0.05$) and reliability (Cronbach's $\alpha > 0.70$) criteria. Data were analyzed using Pearson correlation and multiple linear regression. Results revealed positive and significant relationships between learning motivation and interest in learning ($r = 0.555$; $p < 0.05$), teaching methods and interest in learning ($r = 0.476$; $p < 0.05$), and the learning environment and interest in learning ($r = 0.429$; $p < 0.05$). Simultaneously, learning motivation, teaching methods, and the learning environment had a significant effect on students' interest in learning Fiqh ($F = 11.412$; $p < 0.05$), accounting for 34.9% of the variance ($R^2 = 0.349$). Partially, however, only learning motivation had a significant effect on interest in learning ($\beta = 0.414$; $p = 0.002$), while teaching methods ($\beta = 0.228$; $p = 0.122$) and the learning environment ($\beta = 0.023$; $p = 0.876$) did not show a significant partial effect, confirming learning motivation as the most dominant predictor. These findings offer teachers and schools a basis for designing learning strategies particularly those that strengthen students' learning motivation to optimally enhance students' interest in Fiqh learning.

This is an open-access article under the [CC-BY-SA](#) license.



Introduction (مقدمة)

Fiqh is one of the core subjects in Madrasah Tsanawiyah, aimed at equipping students with an understanding of Islamic law and fostering religious attitudes and behaviors in daily life. Through Fiqh instruction, students are expected not only to understand concepts theoretically but also to be able to implement the values of Islamic Sharia in real-life practice (Hanum & Siregar, 2025). However, the success of Fiqh instruction depends heavily on students' interest in participating in the learning process.

In reality, students' interest in learning Fiqh at MTs Darul Ihsan in Pekanbaru remains relatively low. This is evident from the students' lack of enthusiasm in attending classes, low levels of active participation in classroom activities, and a tendency for students to be passive and easily bored when Fiqh material is presented. This low interest in learning is a major problem because it can directly impact students' understanding of the material, their religious attitudes, and their learning outcomes.

Interest in learning is a psychological factor that plays a crucial role in determining students' seriousness and engagement in the learning process. Students with high learning interest will demonstrate attention, perseverance, and a strong desire to study a subject. Conversely, low learning interest causes students to be unmotivated, unfocused, and unable to achieve the expected learning objectives (Iliza & Hanif, 2025). Therefore, the low level of interest in studying Fiqh needs to be further examined by exploring the factors that influence it.

One factor suspected of influencing interest in studying Fiqh is learning motivation. Motivation serves as an internal and external driving force that encourages students to learn and achieve (Sunadi, 2013). A lack of learning motivation can cause students to lack a strong desire to understand Fiqh material, thereby leading to low interest in studying. Conversely, strong motivation is believed to foster students' interest and commitment in participating in Fiqh lessons.

In addition to motivation, the teaching methods used by teachers also play a crucial role in shaping students' interest in learning. Teaching methods that lack variety, are one-sided, and do not actively engage students have the potential to cause boredom and diminish interest in learning. Conversely, the use of appropriate, interactive teaching methods that align with students' characteristics can create an engaging learning environment and enhance interest in learning (Sapitri & Khaerunisa, 2025).

Another equally important factor is the learning environment. A learning environment that is not conducive whether physically or socially can hinder students' concentration and comfort

while learning. An unsupportive classroom atmosphere, a lack of learning facilities, and a shortage of positive interaction between teachers and students can contribute to low interest in learning. Conversely, a comfortable, safe, and conducive learning environment is believed to increase students' interest and enthusiasm for learning (Rahman, Supatminingsih, & Ahmad, 2025).

Several empirical studies support these theoretical assumptions, although most were conducted in other subjects or educational levels. Fauziah, Rosnaningsih, and Azhar (2017) found a significant positive relationship between learning motivation and students' interest in learning, showing that increased motivation is consistently followed by increased learning interest. Specifically in the context of Fiqh instruction, Fauzi, Helnanelis, and Famhi (2020) reported that classroom management an aspect closely related to teaching methods and the learning environment significantly influences students' motivation to learn Fiqh at the madrasah tsanawiyah level. However, most previous studies examined learning motivation, teaching methods, and the learning environment separately, or in relation to learning achievement rather than learning interest, and were largely conducted in general subjects such as economics, Arabic language, and science rather than in Fiqh instruction. To date, no study appears to have simultaneously examined the combined influence of learning motivation, teaching methods, and the learning environment on students' interest in learning Fiqh. This gap constitutes the novelty of the present study, which integrates the three variables into a single quantitative correlational model specifically within the context of Fiqh instruction at MTs Darul Ihsan Pekanbaru.

Based on these issues, the low level of students' interest in studying Fiqh needs to be investigated more deeply by examining the influence of motivation, teaching methods, and the learning environment. Therefore, this study aims to determine whether motivation, teaching methods, and the learning environment influence students' interest in studying Fiqh at MTs Darul Ihsan in Pekanbaru. The results of this study are expected to contribute to teachers and school administrators in formulating more effective learning strategies to enhance students' interest in studying Fiqh.



Method (منهج)

This study employs a quantitative research method with a correlational research design, aimed at determining the influence of learning motivation, teaching methods, and the learning environment on the interest in studying Fiqh among students at MTs Darul Ihsan in Pekanbaru. A quantitative approach was chosen because this study focuses on the objective measurement of variables and data analysis using statistical techniques.

The study was conducted at MTs Darul Ihsan in Pekanbaru. The population for this study consisted of all students at MTs Darul Ihsan in Pekanbaru. The sample comprised 68 students, consisting of 35 male students and 33 female students. Total sampling was used, as all members of the population served as research respondents.

The data collection method used in this study was a questionnaire as the research instrument. The questionnaire was designed to measure four variables: learning motivation (X1), learning methods (X2), learning environment (X3), and interest in learning (Y). Each variable was measured using 10 statements on the same rating scale. The research instrument was distributed directly to respondents to obtain data that accurately reflected the students' actual experiences.

Instrument quality testing included validity and reliability tests. Validity testing was conducted using the product-moment correlation, with the criterion that an item is considered valid if it has a correlation coefficient greater than the table value of r and a significance level of $p < 0.05$. The results of the validity test showed that all statement items for the variables of learning motivation, teaching methods, learning environment, and interest in learning were deemed valid, making them suitable for use as measurement tools in this study. The reliability of the instrument was tested using Cronbach's alpha. Based on the reliability test results, all variables had a Cronbach's alpha value greater than 0.70, indicating that the research instrument has a good level of internal consistency and is reliable for use in data collection.

Validity Test:

Table 1. Item Validity of the Learning Motivation Measure

Item X1	(r)	p	Valid
X1.1	0.664	0.00	Valid
X1.2	0.767	0.00	Valid
X1.3	0.493	0.00	Valid
X1.4	0.528	0.00	Valid
X1.5	0.611	0.00	Valid
X1.6	0.747	0.00	Valid
X1.7	0.654	0.00	Valid
X1.8	0.472	0.00	Valid
X1.9	0.615	0.00	Valid
X1.10	0.684	0.00	Valid

Based on the table using the *product-moment correlation test*, the validity of the measurement instrument for variable X1.1 is as follows ($r = 0.664$ and $p < 0.05$), for variable X1.2 as follows ($r = 0.767$ and $p < 0.05$), for variable X1.3 as follows ($r = 0.493$ and $p < 0.05$), variable X1.4 as follows ($r = 0.528$ and $p < 0.05$), variable X1.5 as follows ($r = 0.611$ and $p < 0.05$), variable X1.6 as follows ($r = 0.747$ and $p < 0.05$), variable X1.7 as follows ($r = 0.654$ and $p < 0.05$), variable X1.8 as follows ($r = 0.472$ and $p < 0.05$), variable X1.9 as follows ($r = 0.615$ and $p < 0.05$), and variable X1.10 as follows ($r = 0.684$ and $p < 0.05$). These results indicate that all statement items in the Learning Method variable are valid because they have correlation values above 0.239 with a significance level of $p < 0.05$.

Table 2. Item Validity of the Learning Method Measurement Tool

Item X2	(r)	p	Valid
X2.1	0.724	0.00	Valid
X2.2	0.733	0.00	Valid
X2.3	0.594	0.00	Valid
X2.4	0.778	0.00	Valid
X2.5	0.598	0.00	Valid
X2.6	0.540	0.00	Valid
X2.7	0.819	0.00	Valid
X2.8	0.705	0.00	Valid
X2.9	0.611	0.00	Valid
X2.10	0.801	0.00	Valid

Based on the table using the *product-moment correlation test*, the validity of the measurement instrument for variable X2.1 is as follows ($r = 0.724$ and $p < 0.05$), for variable X2.2 as follows ($r = 0.733$ and $p < 0.05$), and for variable X2.3 as follows ($r = 0.594$ and $p < 0.05$), variable X2.4 as

follows ($r = 0.778$ and $p < 0.05$), variable X2.5 as follows ($r = 0.598$ and $p < 0.05$), variable X2.6 as follows ($r = 0.540$ and $p < 0.05$), variable X2.7 as follows ($r = 0.819$ and $p < 0.05$), variable X2.8 as follows ($r = 0.705$ and $p < 0.05$), variable X2.9 as follows ($r = 0.611$ and $p < 0.05$), and variable X2.10 as follows ($r = 0.801$ and $p < 0.05$). These results indicate that all statement items in the Learning Media variable are valid because they have correlation values above 0.239 with a significance level of $p < 0.05$.

Table 3. Item Validity of the Learning Environment Measurement Tool

Item X3	(r)	p	Valid
X3.1	0.657	0.00	Valid
X3.2	0.679	0.00	Valid
X3.3	0.711	0.00	Valid
X3.4	0.547	0.00	Valid
X3.5	0.598	0.00	Valid
X3.6	0.801	0.00	Valid
X3.7	0.541	0.00	Valid
X3.8	0.702	0.00	Valid
X3.9	0.676	0.00	Valid
X3.10	0.709	0.00	Valid

Based on the table, using the *product-moment correlation* test, the validity of the measurement instrument for variable X3.1 is as follows ($r = 0.657$ and $p < 0.05$), for variable X3.2 as follows ($r = 0.679$ and $p < 0.05$), and for variable X3.3 as follows ($r = 0.711$ and $p < 0.05$), variable X3.4 as follows ($r = 0.547$ and $p < 0.05$), variable X3.5 as follows ($r = 0.598$ and $p < 0.05$), variable X3.6 as follows ($r = 0.801$ and $p < 0.05$), variable X3.7 as follows ($r = 0.541$ and $p < 0.05$), variable X3.8 as follows ($r = 0.702$ and $p < 0.05$), variable X3.9 as follows ($r = 0.676$ and $p < 0.05$), and variable X3.10 as follows ($r = 0.709$ and $p < 0.05$). These results indicate that all statement items in the Facilities and Infrastructure variable are valid because they have correlation values above 0.239 with a significance level of $p < 0.05$.

Table 4. Item Validity of the Learning Interest Measure

Item Y1	(r)	p	Valid
Y.1	0.550	0.00	Valid
Y.2	0.617	0.00	Valid
Y.3	0.618	0.00	Valid
Y.4	0.434	0.00	Valid
Y.5	0.595	0.00	Valid
Y.6	0.539	0.00	Valid
Y.7	0.664	0.00	Valid
Y.8	0.601	0.00	Valid
Y.9	0.596	0.00	Valid
Y.10	0.489	0.00	Valid

Based on the table using the *product-moment correlation* test, the validity of the measurement instrument for variable Y.1 is as follows ($r = 0.550$ and $p < 0.05$), for variable Y.2 as follows ($r = 0.617$ and $p < 0.05$), for variable Y.3 as follows ($r = 0.618$ and $p < 0.05$), variable Y.4 ($r = 0.434$ and $p < 0.05$), variable Y.5 ($r = 0.595$ and $p < 0.05$), variable Y.6 ($r = 0.539$ and $p < 0.05$),

variable Y.7 ($r = 0.664$ and $p < 0.05$), variable Y.8 as follows ($r = 0.601$ and $p < 0.05$), variable Y.9 as follows ($r = 0.596$ and $p < 0.05$), and variable Y.10 as follows ($r = 0.489$ and $p < 0.05$). These results indicate that all items in the Learning Motivation variable are valid because they have correlation values above 0.239 with a significance level of $p < 0.05$.

Reliability Test:

Table 5. Reliability of the Research Measurement Instrument

Measurement Tool	Number of Items	Cronbach's Alpha
Measure XI	10	0.822
Measurement Tool X2	10	0.876
Measuring Device X3	10	0.858
Y Measuring Device	10	0.766

Based on Table 5, using Cronbach's alpha test, the reliability of variable X1 is $\alpha = 0.822$, variable X2 is $\alpha = 0.876$, variable X3 is $\alpha = 0.858$, and variable Y is $\alpha = 0.766$.

The data analysis techniques used in this study include descriptive statistical analysis and inferential analysis. Descriptive analysis was used to describe the characteristics of the respondents and the levels of each research variable. Meanwhile, inferential analysis was conducted using Pearson's correlation test to determine the relationships among variables, as well as multiple linear regression to determine the effects of learning motivation, teaching methods, and the learning environment on students' interest in learning. All data analysis was performed using statistical software.

Result (نتائج)

Table 6. Demographic Profile of Students

	F	%
Male	35	51.5
Female	33	48.5
Total	68	100.0

Table 6 presents information on the students' demographic profiles. The results of the study indicate that male respondents (51.5%) outnumbered female respondents (48.5%).

Table 7. Descriptive Statistics on Students' Hobbies

	F	%
Reading	5	7.4
Sports	50	73.5
Arts	13	19.1
Total	68	100.0

Table 7 presents descriptive information about students' hobbies. The results of the study show that sports hobbies dominate with the highest percentage at 73.5% (50 respondents), followed by arts hobbies at 19.1% (13 respondents), and reading hobbies with the lowest percentage at 7.4% (5 respondents) out of a total of 68 respondents who participated in the study.

Table 8. Descriptive Statistics on Students' Ethnicity

	F	%
Malay	18	26.5
Minang	25	36.8

Batak	11	16.2
Javanese	14	20.6
Total	68	100.0

Table 8 presents descriptive information regarding the students' ethnic backgrounds. The research findings indicate that the Minang ethnic group dominates with the highest percentage at 36.8% (25 respondents), followed by the Malay ethnic group at 26.5% (18 respondents), the Javanese ethnic group at 20.6% (14 respondents), and the Batak ethnic group, which had the lowest percentage at 16.2% (11 respondents) out of a total of 68 respondents who participated in the study.

Table 9. Descriptive Statistics on Parents' Occupations

	F	%
Self-Employed	36	52.9
Private Sector	26	38.2
Civil Servant	6	8.8
Total	68	100.0

Table 9 presents descriptive information regarding the respondents' occupational backgrounds. The research findings indicate that the self-employed group dominates with the highest percentage at 52.9% (36 respondents), followed by the private sector group at 38.2% (26 respondents), and the civil servant group, which had the lowest percentage at 8.8% (6 respondents) out of a total of 68 respondents who participated in the study.

Variable Level Frequency:

Table 10. Levels of Learning Motivation

	F	%
Low level (scores 10-23)	1	1.5
Moderate level (score 24-37)	24	35.3
High level (score 38-50)	43	63.2
Mean = 38.60 with S.D. = 5.23		

Based on the table of learning motivation levels, it is evident that the majority of respondents fall into the high learning motivation category, totaling 43 students (63.2%). Furthermore, respondents with moderate learning motivation numbered 24 students (35.3%), while those in the low learning motivation category comprised only 1 student (1.5%). The mean score for learning motivation was 38.60 with a standard deviation of 5.23, indicating that, in general, the respondents' level of learning motivation falls into the high category. This suggests that the majority of students possess a strong internal drive to engage in the learning process.

Table 11. Level of Learning Environment

	F	%
Low level (scores 10-23)	2	2.9
Moderate level (scores 24-37)	55	80.9
High Level (score 38-50)	11	16.2
Mean = 34.73 with a standard deviation of 6.07		

Based on the learning environment level table, it can be seen that the majority of respondents fall into the moderate learning environment category, namely 55 students (80.9%). Meanwhile, 11 students (16.2%) fall into the high learning environment category, and 2 students (2.9%) fall into the low learning environment category. The mean score of 34.73 with a standard

deviation of 6.07 indicates that the learning environment as perceived by the respondents generally falls into the moderate category. This suggests that the learning environment is sufficiently supportive of the learning process, although there is still room for improvement in the quality of the learning environment.

Table 12. Level of Teaching Methods

	F	%
Low level (score 10–23)	2	2.9
Moderate level (scores 24–37)	48	70.6
High Level (score 38–50)	18	26.5
Mean = 34.39 with a standard deviation of 4.65	68	100.0

Based on the table of learning method ratings, it is evident that the majority of respondents rated the learning methods as “moderate,” totaling 48 students (70.6%). Furthermore, 18 students (26.5%) rated the learning methods as “high,” while 2 students (2.9%) rated them as “low.” The mean score of 34.39 with a standard deviation of 4.65 indicates that, in general, the teaching methods implemented are fairly good but not yet fully optimal. This suggests the need to develop and vary teaching methods to enhance the effectiveness of the students’ learning process.

Table 13. Level of Interest in Learning

	F	%
Low Level	0	0
Moderate Level (score 24–37)	42	61.8
High Level (score 38–50)	26	38.2
Mean = 36.25 with a standard deviation of 4.22		

Based on the table of learning interest levels, it is evident that the majority of respondents fall into the moderate category, totaling 42 students (61.8%). Furthermore, 26 students (38.2%) fall into the high category, while no students fall into the low category (0%). The mean score of 36.25 with a standard deviation of 4.22 indicates that, in general, students’ interest in learning falls into the moderate category. This suggests that students’ interest in learning is already quite good, but it still needs to be improved so that their interest in learning can develop optimally.

Table 14. Descriptive Statistics of Variables

Variable	Mean	S.D
Motivation	38.60	5.23
Method	34.73	6.07
Environment	34.39	4.65
Interest in Learning	36.25	4.22

The table above presents the descriptive analysis results for each research variable, namely learning motivation, learning methods, learning environment, and interest in learning. Based on the table, it can be seen that the learning motivation variable has the highest mean value of 38.60 with a standard deviation of 5.23, indicating that students' learning motivation is relatively high compared to the other variables. Next, the learning methods variable has a mean value of 34.73 with a standard deviation of 6.07, while the learning environment variable has the lowest mean value of 34.39 with a standard deviation of 4.65. Meanwhile, the interest in learning variable has a mean value of 36.25 with a standard deviation of 4.22.

Table 15. Correlation

Independent Variables	Learning Interest	
	<i>r</i>	<i>p</i>
Learning Motivation	.555**	.000
Teaching Methods	.476**	.000
Learning Environment	.429**	.000

Based on the results of the Pearson correlation test, there is a relationship between learning motivation and learning interest ($r = 0.555$ and $p < 0.05$), there is a relationship between teaching methods and learning interest ($r = 0.476$ and $p < 0.05$), and there is a relationship between the learning environment and learning interest ($r = 0.429$ and $p < 0.05$). This means that all independent variables are significantly related to the dependent variable.

Table 16. Regression

Independent Variables	Learning Interest				
	B	Std. Error	Beta	t	Sig.
Learning Motivation	.334	.105	.414	3.187	.002
Teaching Methods	.159	.101	.228	1.568	.122
Learning Environment	.021	.136	.023	.156	.876

$R^2 = 0.349$ (34.9%) with $F_{3,64} = 11.412$ and $p < 0.05$

Based on the results of the multiple linear regression test, it is known that learning motivation, teaching methods, and the learning environment simultaneously have a significant effect on students' interest in learning. This effect can be seen in the F-index of 11.412 and $p < 0.05$. The combined effect of the variables learning motivation, teaching methods, and learning environment on learning interest is 34.9% ($R^2 = 0.349$). Partially, the learning motivation variable shows a significant effect on learning interest ($\beta = 0.414$; $p = 0.002$). Meanwhile, the variables of learning method ($\beta = 0.228$; $p = 0.122$) and learning environment ($\beta = 0.023$; $p = 0.876$) did not show a significant partial effect.



Discussion (مناقشة)

The Effect of Learning Motivation on Interest in Studying Fiqh

Based on the results of the data analysis, it was found that learning motivation has a positive and significant effect on the interest in studying Fiqh among students at MTs Darul Ihsan Pekanbaru. This is indicated by a correlation coefficient of $r = 0.555$ with $p < 0.05$, signifying a fairly strong relationship between learning motivation and students' interest in studying. The higher the students' learning motivation, the greater their interest in participating in Fiqh lessons.

The results of the multiple linear regression test also reinforce these findings, where the learning motivation variable has a β value of 0.414 with a significance level of $p = 0.002$. This value indicates that learning motivation is the most dominant variable influencing learning interest compared to the variables of teaching methods and the learning environment. Thus, learning motivation makes a significant contribution to increasing students' interest in the subject of Fiqh.

Descriptively, the majority of students fall into the high learning motivation category, with a mean score of 38.60. This indicates that students fundamentally possess a sufficiently strong internal drive to learn. This drive may stem from a desire to understand religious teachings, achieve good grades, or the hope of applying Fiqh knowledge in daily life. This strong motivation

encourages students to be more focused, diligent, and active during the learning process, thereby increasing their interest in learning.

The findings of this study are consistent with educational theory, which states that motivation is an internal factor that significantly determines students' interest in learning. Students with high motivation tend to show greater attention to lessons, interest in the material presented, and a desire to actively engage in learning activities (Utami & Putri, 2024). In the context of Fiqh learning, learning motivation is a crucial factor because the material taught is not only cognitive in nature but also relates to the formation of religious attitudes and behaviors.

Thus, it can be concluded that learning motivation plays a vital role in increasing students' interest in learning Fiqh. Therefore, teachers need to continuously strive to foster and maintain students' learning motivation, whether through reinforcement, rewards, a humanistic teaching approach, or by relating Fiqh material to students' real lives so that learning becomes more meaningful.

The Influence of Teaching Methods on Interest in Learning Fiqh

Based on the results of the data analysis, it was found that teaching methods have a positive and significant relationship with students' interest in learning Fiqh at MTs Darul Ihsan Pekanbaru. This is evidenced by a correlation coefficient of $r = 0.476$ with $p < 0.05$, indicating that the teaching methods used by teachers contribute to an increase or decrease in students' interest in learning. In other words, the better and more varied the teaching methods applied, the greater the students' interest in participating in Fiqh lessons.

The results of the descriptive analysis show that the majority of students rated the teaching methods as "moderate," with a mean score of 34.39. This indicates that the teaching methods implemented by teachers are fairly good but not yet fully optimal in stimulating students' interest in learning. Teaching methods that tend to be monotonous, fail to engage students actively, and lack variety can cause students to become easily bored, thereby preventing their interest in learning from developing to its full potential.

Although the regression test results show that the teaching method has a β value of 0.228 with a significance level of $p = 0.122$ —meaning its partial effect is not significant when tested alongside other variables—the teaching method still plays a role in shaping students' interest in learning. This suggests that teaching methods are more effective in enhancing interest in learning when supported by strong learning motivation and a conducive learning environment.

Teaching methods are the approaches or strategies teachers use to deliver content so that learning objectives can be effectively achieved. Teaching methods play a crucial role in creating an engaging and meaningful learning environment. Appropriate teaching methods, such as discussions, question-and-answer sessions, simulations, and problem-based learning, can create a more active and enjoyable learning environment (Rohmani, Muyassarrah, & Khalizah, 2024). In Fiqh instruction, the use of varied methods is essential so that students do not merely passively receive the material but are also able to understand, discuss, and relate the material to their daily lives.

Thus, although the influence of teaching methods on learning interest is not as strong as that of learning motivation, teaching methods remain an important factor that teachers must consider. Teachers are expected to develop more creative and innovative teaching methods to make the Fiqh learning process more engaging, thereby fostering a sustained increase in students' learning interest.

The Influence of the Learning Environment on Interest in Studying Fiqh

Based on the results of the data analysis, it was found that the learning environment has a positive and significant relationship with the interest in learning Fiqh among students at MTs Darul Ihsan Pekanbaru. This is indicated by a correlation coefficient of $r = 0.429$ with $p < 0.05$, meaning that a conducive learning environment plays a role in increasing students' interest in learning. The better the learning environment students perceive, the higher their interest in participating in Fiqh lessons.

The results of the descriptive analysis show that the learning environment falls into the moderate category, with a mean score of 34.73. This indicates that the learning environment at MTs Darul Ihsan Pekanbaru is sufficiently supportive of the learning process; however, it still needs improvement in several aspects, such as classroom comfort, the adequacy of facilities and infrastructure, and a more conducive and enjoyable learning atmosphere.

However, the results of the multiple linear regression test showed that the learning environment variable had a β value of 0.023 with a significance level of $p = 0.876$, meaning that, when tested alongside the variables of learning motivation and teaching methods, the learning environment did not have a significant partial effect on students' interest in learning. This suggests that the learning environment's influence on learning interest is indirect, occurring rather through increased learning motivation and the effectiveness of the teaching methods employed by teachers.

These findings align with educational theory, which states that the learning environment encompasses physical and social aspects that play a role in creating a comfortable and safe learning environment for students. A good learning environment can help students focus better, feel more comfortable, and be better prepared to absorb learning material (Harjali, 2019). In the context of Fiqh instruction, a conducive learning environment supports a deeper and more enjoyable understanding of religious values.

Thus, although the learning environment did not show a significant partial effect in the regression analysis, it still plays a crucial role in supporting students' interest in learning. Therefore, schools need to continue paying attention to and improving the quality of the learning environment to optimally support students' motivation and interest in learning, particularly in Fiqh instruction.

The Simultaneous Influence of Learning Motivation, Teaching Methods, and the Learning Environment on Interest in Studying Fiqh

Based on the results of the multiple linear regression test, it was found that learning motivation, teaching methods, and the learning environment simultaneously have a significant effect on the Fiqh learning interest of students at MTs Darul Ihsan Pekanbaru. This is indicated by an F-value of 11.412 with $p < 0.05$, meaning that the three independent variables collectively account for a significant portion of the variation in students' learning interest.

The extent of these three variables' contribution to learning interest is indicated by the coefficient of determination, $R^2 = 0.349$, meaning that 34.9% of the variation in students' learning interest is influenced by learning motivation, teaching methods, and the learning environment. Meanwhile, the remaining 65.1% is influenced by other factors not examined in this study, such as students' learning styles, parental involvement, teacher competence, students' personal interests, and other psychological and social factors.

These results indicate that students' interest in studying Fiqh is not shaped by a single factor but rather results from the interaction of various internal and external factors. Learning motivation, as an internal factor, plays a major role in encouraging students to develop an interest in learning. Meanwhile, teaching methods and the learning environment, as external factors,

serve as supporting elements that can either strengthen or weaken students' learning motivation and interest.

More specifically, the results of the analysis show that learning motivation is the most dominant variable influencing interest in learning, followed by teaching methods and the learning environment. These findings indicate that although teaching methods and the learning environment are important, without strong intrinsic learning motivation from the students themselves, interest in learning will not develop optimally. Therefore, efforts to increase students' interest in Fiqh should be directed toward strengthening their learning motivation, supported by the application of varied teaching methods and the creation of a conducive learning environment.

Thus, the results of this study confirm that increasing students' interest in learning Fiqh requires a comprehensive approach, not one that focuses on a single aspect alone. Teachers and school administrators need to collaborate in creating learning strategies that foster learning motivation, implementing engaging teaching methods, and providing a comfortable and supportive learning environment, so that students' interest in learning can increase sustainably.



Conclusion (خاتمة)

This study aimed to determine the influence of learning motivation, teaching methods, and the learning environment on students' interest in learning Fiqh at MTs Darul Ihsan Pekanbaru, both partially and simultaneously. Based on the research findings, it can be concluded that learning motivation, teaching methods, and the learning environment each have a positive and significant correlation with students' interest in learning Fiqh ($r = 0.555$, $r = 0.476$, and $r = 0.429$, respectively; $p < 0.05$ for all). This indicates that the stronger the learning motivation, teaching methods, and learning environment perceived by students, the higher their interest in studying the subject of Fiqh.

The results of the multiple linear regression analysis further show that learning motivation, teaching methods, and the learning environment simultaneously have a significant effect on students' interest in learning Fiqh, accounting for 34.9% of the variance ($R^2 = 0.349$; $F = 11.412$; $p < 0.05$). Partially, however, only learning motivation has a significant effect on students' interest in learning Fiqh ($\beta = 0.414$; $p = 0.002$), whereas teaching methods ($\beta = 0.228$; $p = 0.122$) and the learning environment ($\beta = 0.023$; $p = 0.876$) do not show a significant partial effect. These findings answer the study's objective by confirming that, among the three variables examined, learning motivation is the most dominant factor influencing students' interest in learning Fiqh at MTs Darul Ihsan Pekanbaru.

These findings confirm that although teaching methods and the learning environment are positively related to students' interest in learning Fiqh, strengthening students' learning motivation is the key factor for increasing their interest in studying Fiqh at MTs Darul Ihsan Pekanbaru.

Acknowledgment (شكر وتقدير)

The authors would like to express their sincere gratitude to all parties who contributed to the completion of this research. Special thanks are extended to the principal, teachers, and staff of MTs Darul Ihsan Pekanbaru for granting permission and providing support during the data collection process. Appreciation is also directed to the students of MTs Darul Ihsan Pekanbaru who participated as respondents in this study, without whom this research could not have been completed. The authors further extend their gratitude to Sultan Syarif Kasim Riau State Islamic University, particularly the Department of Islamic Education, for the academic support and

resources provided throughout this research. Finally, the authors are grateful to their colleagues, family, and all individuals who provided encouragement, guidance, and assistance during the writing of this article.



Bibliography (مراجع)

- Fauzi, A., Helnanelis, & Famhi, A. 2020. *"Pengaruh Pengelolaan Kelas Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Fiqih (Studi di MTs Al-Fitroh Tangerang)."* Jurnal Pendidikan Islam. 5(01), 51-70.
- Fauziah, A., Rosnaningsih, A., & Azhar, S. 2017. *"Hubungan Antara Motivasi Belajar Dengan Minat Belajar Siswa Kelas IV SDN Poris Gaga 05 Kota Tangerang."* Jurnal Pendidikan Sekolah Dasar (JPSPD). 4(1), 47.
- Hanum, L., Siregar, L. A., et al. 2025. *"Fiqh Learning Strategies."* Journal of Innovative and Creativity. 5(2).
- Harjali. 2019. *"Designing the Learning Environment: Strategies for Teachers and Schools."* Malang: CV Seribu Bintang.
- Iliza, I. N., & Hanif, M. 2025. *"Building Students' Interest and Motivation in Learning."* Al-Ilmiya: Journal of Islamic Education. 1(3).
- Rahman, N., Supatminingsih, N., & Ahmad, M. I. S. 2025. *"The Influence of the Learning Environment and Learning Motivation on Student Achievement in Economics."* COSMOS: Journal of Education, Economics, and Technology. 2(3).
- Rohmani, A. H., Muyassarah, & Khalizah, S. N. 2024. *"Learning Models and Strategies."* Bandung: Widina Media Utama.
- Sapitri, W., Khaerunisa, F., et al. 2025. *"The Relationship Between Teachers' Teaching Methods and Students' Interest in Skiing."* Indonesian Journal of Education: Theory, Research, and Innovation. 5(2).
- Sunadi, L. 2013. *"The Influence of Learning Motivation and the Use of Learning Facilities on Student Achievement in Economics for 11th-Grade IPS Students at Muhammadiyah 2 High School in Surabaya."* Journal of Economics Education. 1(3).
- Utami, D. S., Putri, S. A., et al. 2024. *"The Importance of Motivation in Improving Elementary School Students' Learning Outcomes."* MARAS: Journal of Multidisciplinary Research. 2(4).