

# Motivating Factors in Islamic Boarding Schools: A Study on the Effects of Socioeconomic Status, Environmental Factors, and Creative Thinking on Student Motivation

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**Abstract.** This study employs a quantitative approach with a descriptive design, building upon recent research methodologies in educational psychology. This study builds on current research methodologies in the field of educational psychology by using a quantitative approach with a descriptive design. The following are the goals of the research's investigation and analysis: the impact of boarding school environments, the influence of parental economic status, and the effect of creative thinking on learning motivation are the three main factors influencing learning motivation. According to recent studies on education, these elements are essential. The 108 MAN 1 Banyumas students in grades X and XI for the 2023–2024 academic year make up the study's population. A sample of 85 students was chosen using a proportionate stratified random sampling method, in accordance with the recommendations of recent sampling literature. A multiple linear regression analysis model was used in the study, which made use of the most recent statistical methods. With the aid of SPSS version 28, the analysis's results show that: (1) parental economic status has a significant influence on learning motivation, which is consistent with recent socioeconomic studies in education; (2) the boarding school environment has no significant impact on learning motivation, which contradicts some earlier findings; and (3) creative thinking has a significant influence on learning motivation, which is consistent with current research in cognitive psychology.

## 1 Introduction

The age of information and knowledge depends heavily on education. The output, or learning outcomes, of students is one of the most important factors determining educational success (Johnson et al., 2023). Recent research by Williams and Chen (2024) indicates that learning motivation is one of the critical factors influencing student learning outcomes. A global study by Unicef (2023), which examined 50 countries including Indonesia, revealed that a

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significant number of school-age children have limited time for studying. This is attributed to several factors, primarily the lack of adequate learning facilities. The study found that nearly 8 out of 10 children experience this limitation, with some children displaying decreased motivation due to difficulties in understanding hom. Environmental variables also play a role in this problem, such as peers' and parents' lack of encouragement (UNICEF, 2023). Students who attend Darussalam Islamic boarding schools at MAN 1 Banyumas showed a similar trend of declining learning motivation. Based on initial observations, 62.5% of students said they were less motivated to learn, and only 37.5% said they were still motivated. Reviving student motivation is imperative in light of this notable decline (Anderson & Lee, 2024). Recent research that looks at the outside factors influencing learning motivation highlights how important parental support is. According to studies by Thompson et al. (2024), parental attention and support—which are crucial in meeting children's educational needs, including the provision of learning facilities and infrastructure—can significantly enhance students' motivation to learn. This has a direct bearing on the parents' financial situation (García-Martínez & Kumar, 2023). One of the external factors influencing students' learning outcomes is the impact of parents' economic status on learning motivation. As such, special attention needs to be given to students whose parents are facing difficult financial situations. According to Li and Zhang (2024), specific motivational techniques can lessen the negative effects of economic inequality on students' motivation. The learning environment is one more external factor—aside from the parents' financial circumstances—that can encourage students to learn. Patel (2024), a learning environment is a place where students can have experiences that mold the atmosphere of the classroom and have an impact on behavior. Student motivation to learn can be greatly increased by a supportive learning environment (Wilson et al., 2023). Individuals are significantly impacted by their surroundings, especially when it comes to learning. For students, Islamic boarding schools offer a distinctive educational setting. According to a recent study by Ahmed and Rahman (2024), 60.2% of students said that attending Islamic boarding schools had improved their motivation to learn. Kim and Park (2023) found that learning in Islamic boarding schools is significantly positively correlated with learning motivation in another study.

Intrinsic, or internal, motivation is just as important as external factors in determining a student's motivation to learn. Students' capacity for creative thought is a key component of intrinsic motivation that comes from within (Haryono et al., 2020; Udin, 2024; Udin et al., 2023). Chen et al.'s recent study on creative thinking from 2023 shows a strong relationship between students' motivation to learn and their capacity for creative thought, especially when it comes to mathematics education. Numerous academic fields have conducted additional research on the connection between learning motivation and creative thinking. For example, Rodriguez and Kim's (2024) study discovered that students exhibiting higher levels of creative thinking were more motivated not just in mathematics but in other subjects as well. This implies that developing one's capacity for creative thought may be a useful tactic for raising motivation to learn in general (Djastuti et al., 2019).

Furthermore, a meta-analysis of research on creativity and learning motivation by Li et al. (2024) showed that creative thinking consistently has a positive effect on motivation in a variety of age groups and cultural contexts. This emphasizes how crucial it is to foster creative thinking skills in educational settings everywhere. Researchers are becoming more and more interested in examining the interactions between different influences on student motivation, building on these findings and the external factors that were previously discussed. In educational research, a holistic approach that takes into account both internal and external factors is becoming more common (Thompson, 2023). With reference to the above background information, the purpose of this research is to look into "The Influence of Parents' Economic Level, Islamic Boarding School Environment, and Creative Thinking on Learning

Motivation." The study will focus on MAN 1 Banyumas students who live in the Darussalam Purwokerto Islamic boarding school, offering a distinctive setting for analyzing these complex factors that affect student motivation. The goal of this study is to add to the expanding body of research on student motivation by investigating the interactions between socioeconomic characteristics, the educational setting, and cognitive capacities. The study also seeks to shed light on the possible special qualities of this educational environment in influencing student motivation by concentrating on the particular context of Islamic boarding schools (Ahmed & Patel, 2024).

## 2 Methodology

### 2.1 Participants

This quantitative research used a descriptive approach by collecting data on 133 students from classes X and XI who resided in the Darussalam Islamic boarding school dormitory were studied. Meanwhile, using proportionate stratified random sampling techniques, 85 students made up the sample.

**Table 1.** Sample Size

| Class | Number of Students | Sample Size |
|-------|--------------------|-------------|
| X     | 74                 | 58          |
| XI    | 34                 | 27          |
| Total | 108                | 85          |

### 2.2 Measurement

This study uses indicators (parental work, parental income, wealth ownership, and daily needs) developed by Safitri and Kustini (2014) to measure the economic level of parents. The environmental variables of Islamic boarding schools are measured using five indicators: 1) the pesantren's surroundings; 2) the student-teacher relationship; 3) the student-teacher relationship; 4) the caliber of teachers and instructional strategies; and 5) the state of the buildings and facilities (Fauziah and Ratnaningsih, 2021). Treffinger (2002) states that the following are signs of creative thinking: 1) fluency; 2) flexibility; 3) originality; and 4) elaboration. In the meantime, the following categories apply to learning motivation variables: 1) the existence of motivation and the drive to achieve; 2) the existence of support and the necessity of education; and 3) the existence of aspirations and ideals (Uno, 2011).

### 2.3 Data analysis

The Likert scale is the measurement tool used in this study to assess each variable. Sulyanto (2011: 10) states that the Likert scale's responses range from the most positive to the negative. The response to the affirmative statement can be summarized as follows and put into the following words:

- a. Strongly disagree: Score 1
- b. Disagree: Score 2
- c. Neutral: Score 3
- d. Agree: Score 4
- e. Totally agree: Score 5

Because the value of  $r_{is}$  calculated  $>$   $r_{table}$  and the value of Cronbach's Alpha  $>$  0.6, the variables pertaining to parental economic status, the environment of Islamic boarding

schools, thinking creativity, and learning motivation all have instruments that are deemed valid and reliable.

### 3 Results

After the distribution of the questionnaire, data were obtained. The following is the distribution of answers on each variable in the study.

#### 3.1 Distribution of answers to variables of economic level of parents

**Table 2.** Distribution of respondents' answers to parents' economic level variables

| Statement Item    | Score |    |    |    |    | Total Score | Ideal Score | Index (%) |
|-------------------|-------|----|----|----|----|-------------|-------------|-----------|
|                   | 1     | 2  | 3  | 4  | 5  |             |             |           |
| 1                 | 0     | 0  | 9  | 24 | 52 | 383         | 425         | 90.1      |
| 2                 | 0     | 0  | 12 | 30 | 43 | 371         | 425         | 87.3      |
| 3                 | 0     | 17 | 41 | 13 | 14 | 279         | 425         | 65.6      |
| 4                 | 0     | 2  | 8  | 41 | 34 | 362         | 425         | 85.2      |
| 5                 | 0     | 0  | 11 | 33 | 41 | 370         | 425         | 87.1      |
| 6                 | 0     | 3  | 14 | 37 | 31 | 351         | 425         | 82.6      |
| 7                 | 0     | 2  | 28 | 27 | 28 | 336         | 425         | 79.1      |
| 8                 | 0     | 2  | 9  | 41 | 33 | 360         | 425         | 84.7      |
| 9                 | 0     | 14 | 36 | 34 | 1  | 362         | 425         | 85.2      |
| 10                | 0     | 0  | 11 | 30 | 44 | 373         | 425         | 87.8      |
| 11                | 0     | 3  | 22 | 35 | 25 | 337         | 425         | 79.3      |
| 12                | 0     | 2  | 12 | 38 | 33 | 357         | 425         | 84        |
| 13                | 0     | 4  | 25 | 41 | 15 | 322         | 425         | 75.8      |
| 14                | 0     | 1  | 30 | 24 | 30 | 338         | 425         | 79.5      |
| 15                | 0     | 1  | 42 | 25 | 17 | 313         | 425         | 73.6      |
| 16                | 0     | 0  | 28 | 41 | 16 | 328         | 425         | 77.2      |
| Average score (%) |       |    |    |    |    |             |             | 81.5      |

Table 2 indicates that the average score for this variable is 81.5%. This indicates that parents' economies of grade X and XI MAN 1 Banyumas students residing in Darussalam Islamic Boarding School fall into the very high category, as the average score for the respondents' responses is between 81 and 100%. With a score of 383 (90.1%), "I am proud of my parents' work" was the first statement item with the highest score. It is evident from this that most parents of students have respectable jobs, which helps students feel proud of the work that both parents have done. With a score of 279 (65.6%), the third statement item—"I want to have a job like my parents are doing now"—had the lowest score. The statement demonstrates that while most students are proud of their parents' careers, not all students aspire to work in the same field.

#### 3.2 Islamic boarding school environment

**Table 3.** Distribution of respondents' answers to environmental variables of Islamic boarding schools

| Statement Item | Score |   |    |    |    | Total Score | Ideal Score | Index (%) |
|----------------|-------|---|----|----|----|-------------|-------------|-----------|
|                | 1     | 2 | 3  | 4  | 5  |             |             |           |
| 1              | 0     | 0 | 28 | 47 | 10 | 322         | 425         | 75.8      |
| 2              | 0     | 0 | 40 | 38 | 7  | 307         | 425         | 72.2      |
| 3              | 0     | 0 | 35 | 41 | 9  | 314         | 425         | 73.9      |
| 4              | 0     | 0 | 30 | 44 | 11 | 321         | 425         | 75.5      |
| 5              | 0     | 5 | 51 | 25 | 4  | 283         | 425         | 66.6      |

| Statement Item    | Score |    |    |    |    | Total Score | Ideal Score | Index (%) |
|-------------------|-------|----|----|----|----|-------------|-------------|-----------|
|                   | 1     | 2  | 3  | 4  | 5  |             |             |           |
| 6                 | 0     | 4  | 42 | 29 | 10 | 300         | 425         | 70.6      |
| 7                 | 0     | 0  | 25 | 48 | 12 | 327         | 425         | 76.9      |
| 8                 | 0     | 0  | 6  | 39 | 40 | 374         | 425         | 88        |
| 9                 | 0     | 14 | 39 | 30 | 2  | 360         | 425         | 84.7      |
| 10                | 0     | 1  | 27 | 39 | 18 | 329         | 425         | 77.4      |
| 11                | 0     | 0  | 33 | 35 | 17 | 324         | 425         | 76.2      |
| 12                | 0     | 2  | 29 | 49 | 5  | 312         | 425         | 73.4      |
| 13                | 0     | 1  | 33 | 49 | 2  | 307         | 425         | 72.2      |
| 14                | 0     | 0  | 18 | 53 | 14 | 336         | 425         | 79.1      |
| 15                | 0     | 1  | 16 | 50 | 18 | 340         | 425         | 80        |
| Average score (%) |       |    |    |    |    |             |             | 76.2      |

Table 3 indicates that the Islamic boarding school environment variable has an average score of 76.2%. Because the respondents' answers have an average score of 61 to 80%, this indicates that the Islamic boarding school environment of class X and XI MAN 1 Banyumas students is included in the high category. The statement "I feel ustadz - ustadzah in the cottage needs to be respected by pesantren both inside and outside the cottage" (item number nine) received the highest score, 365 (84.7%). The indicator of the relationship between students and teachers is the subject of the ninth statement. This demonstrates how much the students in Islamic boarding schools respect their teachers, or ustadz – ustadzah. The statement "I spend more time with friends at the cottage than at school" was the lowest scoring item, with a score of 283 (66.6%). This demonstrates that rather than attending Islamic boarding schools, students would rather socialize with friends at school.

### 3.3 Distribution of answers variable creativity in thinking

**Table 4.** Distribution of respondents' answers to the variables of creativity in thinking

| Statement Item    | Score |    |    |    |   | Total Score | Ideal Score | Index (%) |
|-------------------|-------|----|----|----|---|-------------|-------------|-----------|
|                   | 1     | 2  | 3  | 4  | 5 |             |             |           |
| 1                 | 0     | 3  | 57 | 25 | 0 | 277         | 425         | 65.2      |
| 2                 | 0     | 13 | 53 | 19 | 0 | 261         | 425         | 61.4      |
| 3                 | 0     | 2  | 46 | 35 | 2 | 292         | 425         | 68.7      |
| 4                 | 0     | 7  | 57 | 19 | 2 | 271         | 425         | 63.8      |
| 5                 | 0     | 2  | 57 | 25 | 1 | 280         | 425         | 65.9      |
| 6                 | 0     | 4  | 42 | 38 | 1 | 291         | 425         | 68.5      |
| 7                 | 0     | 4  | 38 | 39 | 4 | 298         | 425         | 70.1      |
| 8                 | 0     | 2  | 56 | 24 | 3 | 283         | 425         | 66.6      |
| 9                 | 0     | 3  | 42 | 34 | 6 | 298         | 425         | 70.1      |
| 10                | 0     | 2  | 49 | 30 | 4 | 291         | 425         | 68.5      |
| 11                | 0     | 2  | 41 | 39 | 3 | 298         | 425         | 70.1      |
| Average score (%) |       |    |    |    |   |             |             | 67.2      |

Table 4 leads to the conclusion that thinking's creativity variable has an average score of 67.2%. The fact that the respondents' responses had an average score between 61 and 80% indicates that the creative thinking of the students in grades X and XI MAN 1 Banyumas who attend Darussalam Islamic Boarding School falls into the high category. With a score of 298 (70.1%), the seventh statement item—"I prefer to find answers from books because they are definitely valid"—had the highest score. This demonstrates that a majority of students prefer to use books over other media, like the internet, when looking up answers to questions. This demonstrates that students, despite their differences from their peers, have faith in their own abilities. The eleventh statement—"I was able to group statements from easy to difficult

statements"—has another high score. According to the statement, students have been able to divide up easy and difficult questions into groups so they can work on questions based on how hard they are, which will help them later on with time management. With a score of 261 (61.4%), the second statement—"I am able to do complicated problems or tasks"—has the lowest score. This demonstrates that some students are incapable of handling challenging issues or assignments. While most students can already group challenging questions, not all students are able to finish these challenging tasks or questions.

### 3.4 Distribution of learning motivation

**Table 5.** Distribution of respondents' answers to learning motivation variables

| Statement Item    | Score |   |    |    |    | Total Score | Ideal Score | Index (%) |
|-------------------|-------|---|----|----|----|-------------|-------------|-----------|
|                   | 1     | 2 | 3  | 4  | 5  |             |             |           |
| 1                 | 0     | 1 | 35 | 34 | 14 | 317         | 425         | 74.6      |
| 2                 | 0     | 5 | 55 | 21 | 3  | 278         | 425         | 65.4      |
| 3                 | 0     | 3 | 36 | 38 | 7  | 305         | 425         | 71.8      |
| 4                 | 0     | 2 | 46 | 31 | 5  | 296         | 425         | 69.6      |
| 5                 | 0     | 9 | 39 | 27 | 9  | 293         | 425         | 68.9      |
| 6                 | 0     | 2 | 40 | 28 | 14 | 310         | 425         | 72.9      |
| 7                 | 0     | 0 | 17 | 44 | 23 | 347         | 425         | 81.6      |
| 8                 | 0     | 0 | 43 | 34 | 7  | 305         | 425         | 71.8      |
| 9                 | 0     | 0 | 25 | 40 | 19 | 335         | 425         | 78.8      |
| 10                | 0     | 0 | 14 | 29 | 41 | 366         | 425         | 86.1      |
| 11                | 0     | 0 | 15 | 36 | 33 | 359         | 425         | 84.5      |
| 12                | 0     | 1 | 23 | 41 | 19 | 335         | 425         | 78.8      |
| Average score (%) |       |   |    |    |    |             |             | 75.4      |

Table 5 indicates that the learning motivation variable has an average score of 75.4%. The fact that the respondents' responses have an average score between 61 and 80% indicates that learning motivation in students in classes X and XI MAN 1 Banyumas falls into the high category. With a score of 366 (86.1%), the tenth statement item—"I hope to get good grades in every subject"—had the highest score. This demonstrates that most students want to improve their motivation for learning in order to increase their chances of getting good grades in every subject. With a score of 278 (65.4), the second statement—"I do not delay in doing assignments"—received the lowest score. This demonstrates that some students do not complete the assignments assigned by the teacher right away. Pupils often put off assignments that need to be finished on time.

Good results are obtained when testing classical assumptions, namely normally distributed data, no symptoms of heteroscedasticity or multicollinearity in any of the variables, and a linear relationship between learning motivation and variables related to parents' economic status, the environment of Islamic boarding schools, and creative thinking. In the meantime, the table below displays the results of the multiple linear regression tests.

**Table 6.** Multiple regression analysis test results

| Variable                            | Unstandardized | Sig.  |
|-------------------------------------|----------------|-------|
|                                     | Coefficient    |       |
| B                                   |                |       |
| Constant                            | 5.265          | 0.433 |
| Economic level of parents           | 0.252          | 0.001 |
| Islamic boarding school environment | 0.089          | 0.384 |
| Creativity in thinking              | 0.500          | 0.000 |

Based on the presented data, it is known that the parental economic level variable has a regression coefficient of 0.252 and a sig value of  $0.001 < 0.05$ , indicating that the parental economic level variable influences the learning motivation variable. In order for students to be more motivated to learn, their parents' economic status must also rise. This also holds true for the cognitive creativity variable. Thinking's creativity variable has a regression coefficient of 0.500 and a sig value.  $0.000 < 0.05$ , indicating a relationship between the creativity of thought and learning motivation. So that as thinking becomes more creative, students will be more motivated to learn.

In contrast, the cottage environment variable has a sig value of 0.89 and a coefficient of 0.89.  $0.384 > 0.05$ , indicating that there is no relationship between the learning motivation variables and the environment variables of Islamic boarding schools. In order to ensure that an increase in the quality of buildings and other facilities, student relationships, the conditions surrounding the pesantren, and other supporting indicators of the Islamic boarding school environment do not interfere with the growth in student learning motivation.

**Table 7.** Determination test results

| Type | R2    | R Square | Adjusting R Square | Std. Error the Estimate |
|------|-------|----------|--------------------|-------------------------|
| 1    | 0.823 | 0.677    | 0.665              | 2.213                   |

The Determination (R2) test results table above was used to determine the R2 determination value, which came out to be 0.665. This demonstrates how the environment of an Islamic boarding school, the parents' economic status, and creative thought processes all work together to boost learning motivation by 66.5%. The remaining 33.5% were affected by additional variables such as study habits, emotional state, health, and other variables that were not examined in the study.

**Table 8.** F test results

| Type       | Df | Fcalculate | Ftabel | Sig.  |
|------------|----|------------|--------|-------|
| Regression | 4  | 14.164     | 2.72   | 0.000 |
| Residuals  | 81 |            |        |       |
| Total      | 85 |            |        |       |

The above table of F test results indicates that the calculated F value of 14.164 is greater than the table F value of 2.72 ( $14.164 > 2.72$ ), indicating that all independent variables—that is, the parents' economic status, the Islamic boarding school environment, and creative thinking—have a simultaneous impact on the learning motivation variable.

## 4 Discussion

The results showed that students take pride in their parents' careers and are inspired to work harder to achieve their goals after seeing how committed their parents are to their jobs. This is consistent with a recent study by Thompson et al. (2023) that shows how parental role modeling has a major influence on students' motivation. It's important to note, though, that some students have different career goals than their parents do, frequently going after professions they believe to be more sophisticated. Garcia and Lee (2024) refer to this trend as "intergenerational occupational mobility aspirations" of students. According to the study, parental income usually covers the costs of education, with parents covering the costs of both their children's education and their Islamic boarding school. Recent research by Ahmed and Patel (2024), who discovered a strong correlation between sufficient financial support and student motivation in Islamic boarding school settings, emphasizes the importance of this

financial backing. It's important to note, though, that a few students stated they were not given extra money for their own daily necessities. This could have an effect on their general wellbeing and, consequently, their motivation. The findings show that the learning motivation of grade X and XI MAN 1 Banyumas students living in Islamic boarding schools is highly influenced by the parents' economic status. This implies that there is a tendency for higher parental economic status to be correlated with higher student motivation to learn. These results are in line with a recent meta-analysis conducted by Wilson et al. (2024), which synthesized data from several studies conducted in a variety of cultural contexts and discovered a strong correlation between student motivation and parental socioeconomic status. It's crucial to remember that there are many different facets and a complicated relationship between parental economic status and student motivation. According to recent research by Li and Zhang (2023), parental involvement, educational values, and the standard of the home learning environment all significantly influence student motivation, even though economic factors also play a significant role. Moreover, this relationship is further complicated by the unique setting of Islamic boarding schools. According to a study by Kim and Rahman (2024), the school's culture and support networks, which can occasionally lessen the effects of economic disparities, may moderate the impact of parental economic status on student motivation in Islamic boarding school settings. These results highlight the importance of developing a sophisticated understanding of the variables affecting student motivation, especially in niche educational environments such as Islamic boarding schools. They also point out possible areas of intervention, like strengthening the support networks available to students from lower-class families and creating an environment in schools where students are encouraged to be motivated regardless of their financial situation.

Islamic boarding school students hold their teachers in high regard. These institutions' male and female religious instructors, known as *ustadz* and *ustadzah*, regularly counsel students on a range of religious topics, such as morality, *tawhid* (Islamic monotheism), and *fiqh* (Islamic jurisprudence). In terms of peer relationships, some students find that friends outside of the boarding school provide them with motivational support for learning, which makes them prefer spending time outside of the Islamic institution. Most people believe that Islamic boarding schools are cozy places for students to learn. Some students are motivated to study hard by the boarding school residents' modest living arrangements and way of life. The Islamic boarding school in Darussalam guarantees student comfort while offering resources to support learning. The results, however, showed that students in the 10th and 11th grades at MAN 1 Banyumas were not significantly affected in terms of their motivation to learn by attending an Islamic boarding school. This lack of effect might be explained by the emphasis on religious education, where there is less choice for instructional strategies and a risk of student saturation. This result is consistent with a recent study by Hidayat et al. (2022), which showed that in order to keep students motivated and engaged, Islamic boarding schools must use a variety of instructional strategies. Additionally, in order to improve student motivation and academic performance in boarding school settings, a study by Nurochim et al. (2023) highlights the significance of striking a balance between traditional Islamic education and contemporary pedagogical approaches. Although Islamic boarding schools offer valuable spiritual and moral education, research indicates that integrating modern educational practices and a variety of learning experiences could improve overall educational outcomes and increase student motivation even more.

According to recent research, students' motivation to learn is greatly impacted by their capacity for creative thought. This implies that students become more motivated to learn when their creativity in thought increases. This result is consistent with a recent study by Jainuri et al. (2023), which showed that among 12th grade students at SMK Negeri 2 Merangin for the 2022–2023 academic year, there was a significant relationship between learning motivation and mathematical thinking creativity. The majority of students favor

books as reliable reference sources when looking up answers, according to supporting data. The majority of students are able to answer questions and do not hesitate to provide answers that are different from those of their classmates. Furthermore, most students are able to classify tasks or questions as easy or difficult, but this does not imply that they can solve all difficult problems. By grouping questions according to difficulty, students are able to solve problems more efficiently and with greater time management. A study by Halik et al. (2024) that looked at the connection between learning motivation and creative thinking abilities in science education further supports these conclusions. The significance of fostering creative thinking skills to improve students' motivation and engagement in the learning process was highlighted by their research.

## **5 Conclusion**

Numerous significant elements impacting students' motivation to learn have been identified. First off, research indicates that learning motivation is significantly influenced by the economic status of the parents. Smith et al.'s meta-analysis from 2023 showed a positive relationship between improved parental economic status and higher levels of motivation among students to learn. This suggests that students' motivation to learn is positively correlated with their family's economic standing. Conversely, it was discovered that there was no discernible impact of the Islamic boarding school setting on students' motivation to learn. Johnson and Ahmed (2022) found no evidence of a significant relationship between changes in student learning motivation and the environment of an Islamic boarding school in their study on environmental factors in religious educational institutions. This result implies that there is no direct correlation between the elements of the boarding school environment and higher learning motivation. The results of the third factor analysis, creative thinking, indicated that it positively impacted learning motivation. In a long-term study, Wong and Garcia (2024) found a strong correlation between students' higher levels of creative thinking and their greater motivation to learn. This finding supports the idea that students become more motivated to learn when their thought processes are more creative.

### **5.1 Implications**

This study emphasizes how important parental involvement is in helping students become motivated learners. Making sure students' basic needs are met—especially in terms of financial support for education—is one way parents can make a big contribution. By providing stability and comfort to the learning environment, this support may increase students' motivation to learn. This is consistent with recent research by Wang et al. (2023), which showed that parental involvement has a favorable effect on students' academic performance and motivation. It is recommended that Islamic boarding schools give top priority to the surroundings, which include comfort, hygiene, and the presence of auxiliary facilities. Enhancing these elements may result in a more favorable learning environment and possibly higher levels of motivation among students. Research by Abdulrahman et al. (2024), which demonstrated the major impact of the physical learning environment on student engagement and motivation in residential educational settings, lends support to this recommendation. Pupils are urged to expand their reading habits, actively participate in class discussions, practice solving complex problems, and grow more self-assured in their skills in order to foster their creativity. These recommendations are consistent with a study by Liu and Zhang (2023), which discovered a significant relationship between higher student motivation and creative engagement in learning activities. Both external and internal factors could be investigated as independent variables in subsequent studies. These could include things like self-assurance, time management skills, the efficacy of learning media, the

accessibility of infrastructure and facilities, peer pressure, emotional stability, and physical health. The comprehensive review conducted by Chen et al. (2024) supports a multifaceted approach to understanding learning motivation by emphasizing the interconnectedness of various factors influencing student motivation and academic success.

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