

The Effect Of Learning Motivation And The Learning Environment On The Performance Of Human Resources In Achieving Qur'an Memorisation Targets Through Self-Regulated Learning (A Case Study of PPTQ Nurul Furqon, Malang)

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Abstract

This study aims to analyse the influence of learning motivation and the learning environment on human resource (HR) performance in achieving Qur'an memorisation targets through self-regulated learning among students at PPTQ Nurul Furqon in Malang. The study employed a quantitative approach using total sampling to select 115 students. Data collection was carried out through the distribution of a questionnaire using a five-point Likert scale and analysed using the Partial Least Square-Structural Equation Modelling (PLS-SEM) method with the assistance of SmartPLS 4.0. The results of the study indicate that learning motivation and the learning environment have a positive and significant influence on self-regulated learning. Furthermore, learning motivation, the learning environment, and self-regulated learning also have a positive and significant influence on the students' performance in achieving their Qur'an memorisation targets. Self-regulated learning was found to mediate the influence of learning motivation and the learning environment on performance. The novelty of this study lies in testing the mediating role of self-regulated learning within the context of tahfidz boarding school education. The practical implications of this study suggest that enhancing learning motivation and creating a conducive learning environment must be accompanied by strengthening students' self-regulation skills so that the achievement of Qur'an memorisation targets can proceed more optimally and sustainably.

INTRODUCTION

As the oldest Islamic educational institutions in Indonesia, pesantren play a strategic role in producing high-calibre, principled and competitive human resources. In addition to serving as centres of religious education, pesantren are also focused on the holistic development of students' potential, encompassing spiritual, intellectual, social and moral aspects. The primary foundation of pesantren education is the Qur'an, which serves as a guide for human life, as affirmed in Surah Al-Baqarah, verse 2. One form of implementing this value is through the Tahfidzul Al-Qur'an programme, which aims to produce a generation of Qur'an memorisers who possess discipline, responsibility, and the ability to maintain their memorisation over the long term.

In the context of tahfidz boarding schools, educational success is largely determined by the performance of the students, as reflected in their achievement of memorisation targets,

consistency in revision, and the ability to retain their memorisation in the long term. The Nurul Furqon Qur'an Memorisation Boarding School in Malang is one such institution that runs an intensive tahfidz programme through a distinctive boarding school education system. However, based on initial observations, differences in memorisation achievement were found among students. Some students were able to consistently meet targets, whilst others experienced a decline in motivation, stagnation in memorisation, and difficulties in retaining what they had already memorised.

One internal factor suspected of influencing this success is learning motivation. Intrinsic motivation plays a crucial role in enhancing engagement and perseverance in learning, as explained by Deci and Ryan (2000). Various recent studies indicate that learning motivation has a significant influence on learning outcomes and the achievement of Qur'an memorisation. In addition to motivation, the learning environment is also a key factor in supporting students' success. A conducive boarding school environment in terms of physical, social, and cultural aspects of learning has been shown to enhance students' memorisation productivity and consistency, as demonstrated by the research of Yusuf et al. (2023) and Rasyid et al. (2022).

Nevertheless, the influence of learning motivation and the learning environment on students' success is not always direct. In this context, self-regulated learning (SRL) is a key factor in explaining students' ability to plan, monitor and evaluate their learning process independently. A number of studies indicate that students with good self-regulation tend to be more consistent in memorising the Qur'an and achieve higher levels of learning success. In addition to playing a direct role, self-regulated learning has also been shown to mediate the relationship between psychological factors and academic achievement.

Based on initial observations at PPTQ Nurul Furqon in Malang, there are still students who struggle to manage their memorisation time effectively, lack consistency in their review sessions, and remain reliant on external encouragement from supervisors or teachers. Furthermore, the busy schedule of boarding school activities and academic commitments outside the boarding school also affect the stability of students' memorisation processes. These conditions indicate that the success of the tahfidz programme is influenced not only by external factors but also by the students' ability to manage their learning process independently.

Previous studies have generally focused on the direct influence of learning motivation, the learning environment, and self-regulated learning on learning outcomes. Research specifically examining the role of self-regulated learning as a mediating variable within the context of tahfidz boarding schools remains relatively limited, particularly at PPTQ Nurul Furqon in Malang. Therefore, this study is important to analyse the influence of learning motivation and the learning

environment on the performance of students in achieving their Qur'an memorisation targets through self-regulated learning. This study is expected to provide a theoretical contribution to the development of Islamic education studies and serve as practical input for boarding school administrators in designing more effective, targeted, and sustainable tahfidz learning strategies.

METHODS

This study employs a quantitative approach aimed at measuring data and generalising findings from the research sample across various perspectives (Ghanad, 2023). The research was conducted at PPTQ Nurul Furqon Malang, specifically at Jl. Koprul Usman 1/35 Wetan Pasar Besar, Klojen, Malang City. The target group was students at PPTQ Nurul Furqon Malang who were memorising the Quran. The research population comprised all students at PPTQ Nurul Furqon Malang. The sample size comprised 115 respondents. The sampling technique employed in this study was total sampling. Total sampling is a method where the entire population is included as the research sample without exception. Data collection utilised a questionnaire distribution method with a 5-point Likert scale, and the data were analysed using PLS-SEM. The research data analysis consisted of designing the inner model and outer model, constructing a path diagram, converting the path diagram into a system of equations, parameter estimation, and evaluation of the measurement model and structural model (Hair et al., 2021).

RESULTS AND DISCUSSION

Statistical Data Analysis

1. Outer Model

The measurement of the outer model begins with a validity test, which is the main focus for verifying the quality of the representation of manifest indicators of latent constructs. The PLS-SEM validity test includes convergent validity and discriminant validity (Hair et al., 2021).

Table 1. Test Results loading Factor

Indicator	Motivation to Learn (X1)	Learning Environment (X2)	Human Resource Performance (Y)	Self-Regulated Learning (Z)	Description
X1.1	0,810				Valid
X1.2	0,813				Valid
X1.3	0,762				Valid
X1.4	0,803				Valid
X1.5	0,799				Valid
X1.6	0,789				Valid
X1.7	0,814				Valid
X1.8	0,768				Valid
X1.9	0,838				Valid
X1.10	0,850				Valid
X2.1		0,779			Valid
X2.2		0,760			Valid
X2.3		0,773			Valid

X2.4	0,790		Valid	
X2.5	0,792		Valid	
Y.1		0,815	Valid	
Y.2		0,744	Valid	
Y.3		0,741	Valid	
Y.4		0,774	Valid	
Y.5		0,809	Valid	
Y.6		0,798	Valid	
Z.1			0,821	Valid
Z.2			0,799	Valid
Z.3			0,734	Valid
Z.4			0,743	Valid
Z.5			0,807	Valid
Z.6			0,861	Valid

Source: processed data 2026

Based on the results in Table 1. The factor loadings obtained indicate that the indicators for all variables namely, learning motivation, the learning environment, human resource performance, and self-regulated learning are valid; this is because the factor loadings for each indicator are greater than 0.7.

Table 2. Test Result Average Variance Extracted and Reliability

Variable	AVE	Cronbach's Alpha
Motivation to Learn (X1)	0,648	0,940
Learning Environment (X2)	0,606	0,838
Human Resource Performance (Y)	0,609	0,872
Self-Regulated Learning (Z)	0,633	0,884

Source: processed data 2026

Based on the results of Table 2, it shows that the AVE values for all constructs have met the validity criteria. This refers to AVE values greater than 0.50, which is in accordance with the recommended criteria. Meanwhile, the reliability test shows that the results of the four variables indicate Cronbach's Alpha values greater than 0.70. Therefore, the constructs of this study show reliable results.

2. Inner Model

The R-Square test results show that the HR Performance variable has a value of 0.726, indicating that learning motivation and the learning environment account for 72.6% of HR Performance, whilst 27.4% is influenced by other variables. Meanwhile, the R-Square value for Self-Regulated Learning of 0.483 indicates that learning motivation and the learning environment account for 48.3% of Self-Regulated Learning, whilst the remaining 51.7% is influenced by other factors. Consequently, this research model could be further developed by incorporating additional variables to provide a more comprehensive explanation of HR Performance and Self-Regulated Learning.

The Q-Square values for the Human Resource Performance variable were 0.619 and for Self-Regulated Learning 0.418. These values indicate that the model explains 61.9% and 41.8% of the variance in the respective data, whilst the remainder is influenced by other factors outside

the scope of this study. Consequently, this research model exhibits a good goodness of fit.

Hypothesis testing shows the results of direct and indirect effects. The details of the hypothesis testing are presented in detail in Table 3.

Table 3. Hypothesis Test Results

Variable	Original sample (O)	T statistics (O/STDEV)	P values	Description
(X1) Motivation to Learn -> (Z) Self-Regulated Learning	0,391	3,450	0,001	Significant
(X2) Learning Environment -> (Z) Self-Regulated Learning	0,414	3,219	0,001	Significant
(X1) Motivation to Learn -> (Y) Human Resource Performance	0,304	3,332	0,001	Significant
(X2) Learning Environment -> (Y) Human Resource Performance	0,335	3,734	0,000	Significant
(Z) Self-Regulated Learning -> (Y) Human Resource Performance	0,372	3,476	0,001	Significant
(X1) Motivation to Learn -> (Z) Self-Regulated Learning -> (Y) Human Resource Performance	0,145	2,389	0,017	Significant
(X2) Learning Environment -> (Z) Self-Regulated Learning -> (Y) Human Resource Performance	0,154	2,181	0,029	Significant

Source: processed data 2026

- H1: Motivation to Learn (X1) has a positive and significant effect on Self-Regulated Learning (Z)
- H2: Learning Environment (X2) has a positive and significant effect on self-regulated learning (Z)
- H3: Motivation to Learn (X1) has a positive and significant effect on HR performance (Y)
- H4: Learning Environment (X2) has a positive and significant effect on human resource performance (Y)
- H5: Self-Regulated Learning (Z) has a positive and significant effect on human resource performance (Y)
- H6: Motivation to Learn (X1) has a positive and significant effect on Human Resource Performance (Y) via Self-Regulated Learning (Z)
- H7: Learning Environment (X2) has a positive and significant effect on Human Resource Performance (Y) via Self-Regulated Learning (Z)

DISCUSSION

The Effect of Learning Motivation (X1) on Self-Regulated Learning (Z)

The research findings indicate that learning motivation has a positive effect on the self-regulated learning of santri. The higher the level of learning motivation, the better the santri's ability to independently regulate, monitor and evaluate their learning process.

This finding is consistent with the Dynamic Capabilities theory (Teece et al., 1997), which explains that an individual's internal capabilities play a role in developing self-capacity. From an Islamic perspective, Surah Ar-Ra'd verse 11 emphasises that personal development depends on the individual's own efforts and inner drive. These results also support the research by Kusumawati (2024) and Muayadah (2024), which showed that learning motivation has a positive effect on self-regulated learning and the learning effectiveness of students.

The Effect of the Learning Environment (X2) on Self-Regulated Learning (Z)

The research findings indicate that the learning environment has a positive influence on students' self-regulated learning. The more conducive the learning environment, the better the students' ability to independently manage, monitor, and evaluate their learning process.

This finding aligns with the Dynamic Capabilities theory (Teece et al., 1997), which explains that effective management of external resources can enhance individual capabilities. These results also support the research by Siregar (2024), Fitrianti and Mustika (2024), and Yuli Susilawati and Widyaningrum (2022), which indicates that a conducive learning environment plays a crucial role in enhancing students' independence and learning effectiveness.

The Effect of Learning Motivation (X1) on Human Resource Performance (Y)

The research findings indicate that learning motivation has a positive effect on the human resource performance of students in achieving their Qur'an memorisation targets. The higher the students' learning motivation, the better their ability to achieve memorisation targets optimally. Learning motivation serves as an internal drive that maintains the students' consistency and enthusiasm throughout the memorisation process.

This finding aligns with the Dynamic Capabilities theory (Teece et al., 1997), which emphasises the importance of internal capabilities in enhancing performance. From an Islamic perspective, Surah Ar-Ra'd verse 11 and Surah Al-Insyirah verses 7–8 affirm that success is determined by an individual's effort, perseverance, and enthusiasm in achieving their goals. The results of this study also support the research by Kusumawati (2024) and Muayadah (2024), which shows that learning motivation has a positive effect on learning success and the achievement of Qur'anic memorisation. Thus, strengthening learning motivation is an important strategy in improving the performance of santri human resources in a sustainable manner.

The Effect of the Learning Environment (X2) on Student Performance (Y)

The research findings indicate that the learning environment has a positive effect on students' performance in achieving their Qur'an memorisation targets. The more conducive the learning environment, the higher the students' ability to achieve memorisation targets. An environment supported by a religious atmosphere, discipline, and the support of teachers and peers is capable of creating a more effective learning process.

This finding is consistent with the Dynamic Capabilities theory (Teece et al., 1997), which explains that good management of resources and the environment can improve individual performance. The results of this study also support the findings of Siregar (2024), Fitrianti and Mustika (2024), and Yuli Susilawati and Widyaningrum (2022), who state that a conducive learning environment plays a crucial role in enhancing the effectiveness of learning and the achievement of learning outcomes among students.

The Effect of Self-Regulated Learning (Z) on Human Resource Performance (Y)

The research results indicate that self-regulated learning has a positive effect on the performance of student human resources in achieving their Qur'an memorisation targets. The better the students' ability to regulate, monitor, and evaluate their learning process, the higher the performance achieved in meeting memorisation targets.

This finding is consistent with the Dynamic Capabilities theory (Teece et al., 1997), which emphasises the importance of internal capabilities in improving individual performance. The results of this study also support the findings of Nurdiyanto et al. (2024), Alisah et al. (2023), and Lutfi et al. (2024), which indicate that self-regulated learning plays a significant role in improving learning outcomes, consistency, and memorisation achievement among students.

The Effect of Learning Motivation (X1) on Human Resource Performance (Y) via Self-Regulated Learning (Z)

The research results indicate that learning motivation has a positive effect on the human resource performance of students in achieving their Qur'an memorisation targets through self-regulated learning. The higher the learning motivation, the better the students' self-regulation skills, thereby leading to improved memorisation performance. Thus, self-regulated learning acts as a mediating variable bridging the influence of learning motivation on student performance.

This finding aligns with the Dynamic Capabilities theory (Teece et al., 1997), which emphasises the importance of developing internal capabilities to enhance performance. These results also support the research by Nurdiyanto et al. (2024), as well as Kusumawati (2024) and Muayadah (2024), which demonstrate that self-regulated learning mediates the influence of learning motivation on students' learning success and effectiveness.

The Effect of the Learning Environment (X2) on Human Resource Performance (Y) via Self-Regulated Learning (Z)

The research findings indicate that the learning environment has a positive effect on the human resource performance of students in achieving their Qur'an memorisation targets through self-regulated learning. The more conducive the learning environment, the better the students' self-regulation skills, thereby increasing their performance in achieving memorisation targets. Thus, self-regulated learning acts as a mediating variable bridging the influence of the learning environment on student performance.

This finding aligns with the Dynamic Capabilities theory (Teece et al., 1997), which emphasises the importance of managing external and internal resources to enhance performance. These results also support the research by Nisa et al. (2024), Siregar (2024), Fitrianti and Mustika (2024), and Nurdiyanto et al. (2024), which demonstrates that self-regulated learning mediates the influence of the learning environment on students' learning effectiveness and outcomes.

CONCLUSION

Based on the research findings, it can be concluded that learning motivation and the learning environment have a positive and significant influence on the performance of students in achieving their Qur'an memorisation targets. High learning motivation encourages students to be more disciplined, consistent, and able to achieve memorisation targets optimally, whilst a conducive learning environment creates a learning atmosphere that supports improved focus and memorisation effectiveness. Furthermore, learning motivation and the learning environment have

also been shown to have a positive influence on self-regulated learning, indicating that both factors play a crucial role in shaping students' ability to independently regulate, monitor, and evaluate their learning process.

This study also demonstrates that self-regulated learning has a positive and significant effect on students' performance in achieving their Qur'an memorisation targets. The better a student's self-regulation skills, the higher their ability to consistently and effectively achieve memorisation targets. Furthermore, self-regulated learning has been shown to mediate the influence of learning motivation and the learning environment on students' academic performance. Consequently, enhancing learning motivation and creating a conducive learning environment will be more effective in improving the achievement of Qur'an memorisation targets if supported by strong self-regulated learning skills in the students.

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