

**EXPLORING STUDENTS' MOTIVATION TO STUDY AT ISLAMIC
BOARDING SCHOOL**

THESIS

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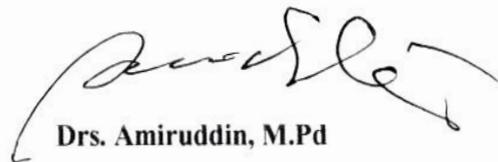
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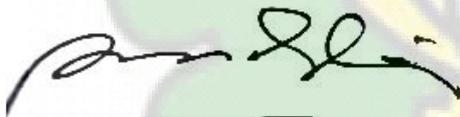
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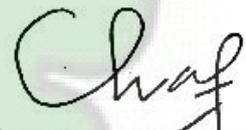
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Exploring Students' Motivation to Study at Islamic Boarding School

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 November 2022

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Band Aceh, 2 Desember 2022

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ABSTRACT

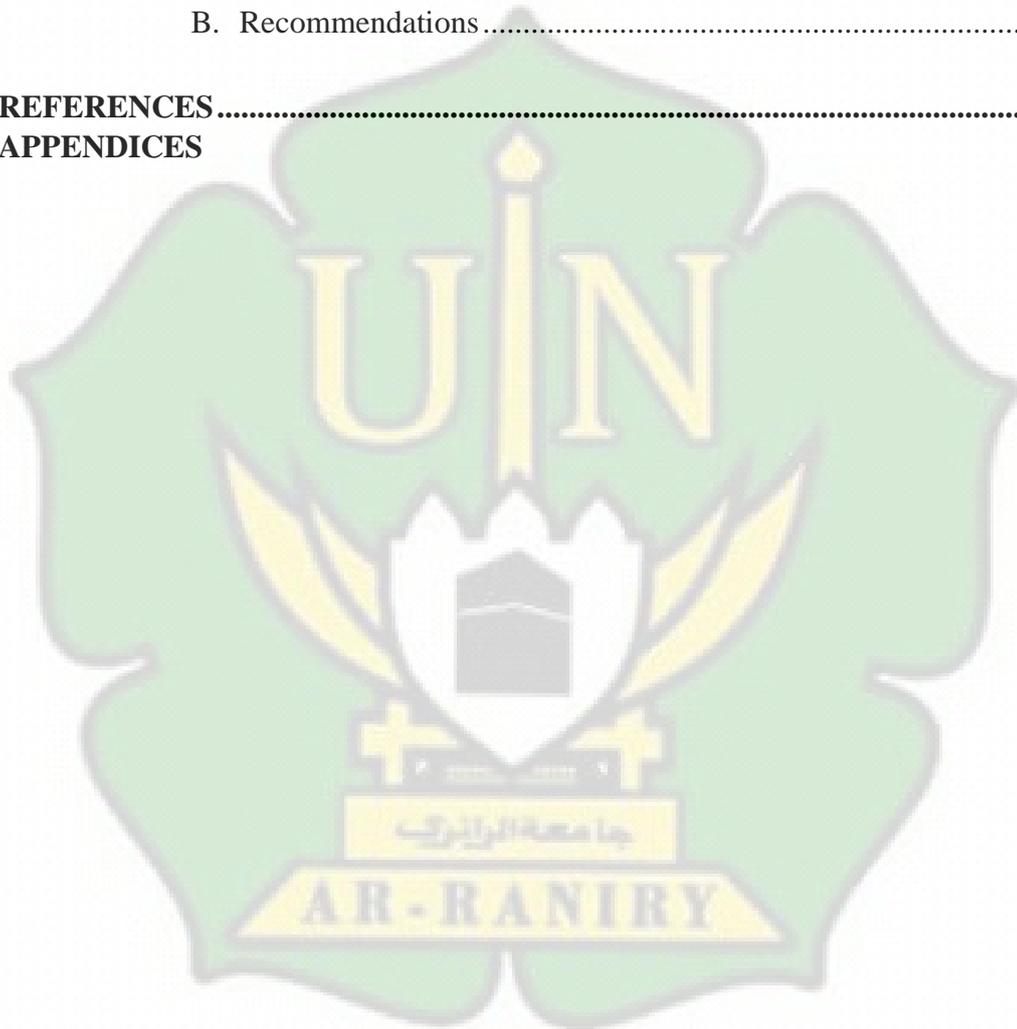
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Exploring Students' Motivation to Study at Islamic Boarding school. Motivationn persuing study at Islamic boarding school, many students choose Islamic Boarding School to study. There are two factors that motivated students to study at Islamic boarding school, Intriinsic and exrinsinsic motivation. It is inevitable that on their journey of learning they encounter obstacles and from that motivation they have to maintain to stay in the boarding school. The aims of this study is to find out the students' motivation to study at Islamic boarding school. There are ten students from Madrasah Aliyah Darul Ulum to be parcipant of this study. This study used qualitative research methods to obtain data through interview. Data is transcribed, coded, analyzed by correlating certain data, and interpret the results. This research shows that motivation has several reasons to study at Islamic boarding school. most of the students told the researcher that their motivation to study at Islamic boarding school was due to internal and external factors. The results reveal that students study at Islamic boarding school are intrinsically motivated and extrinsic.

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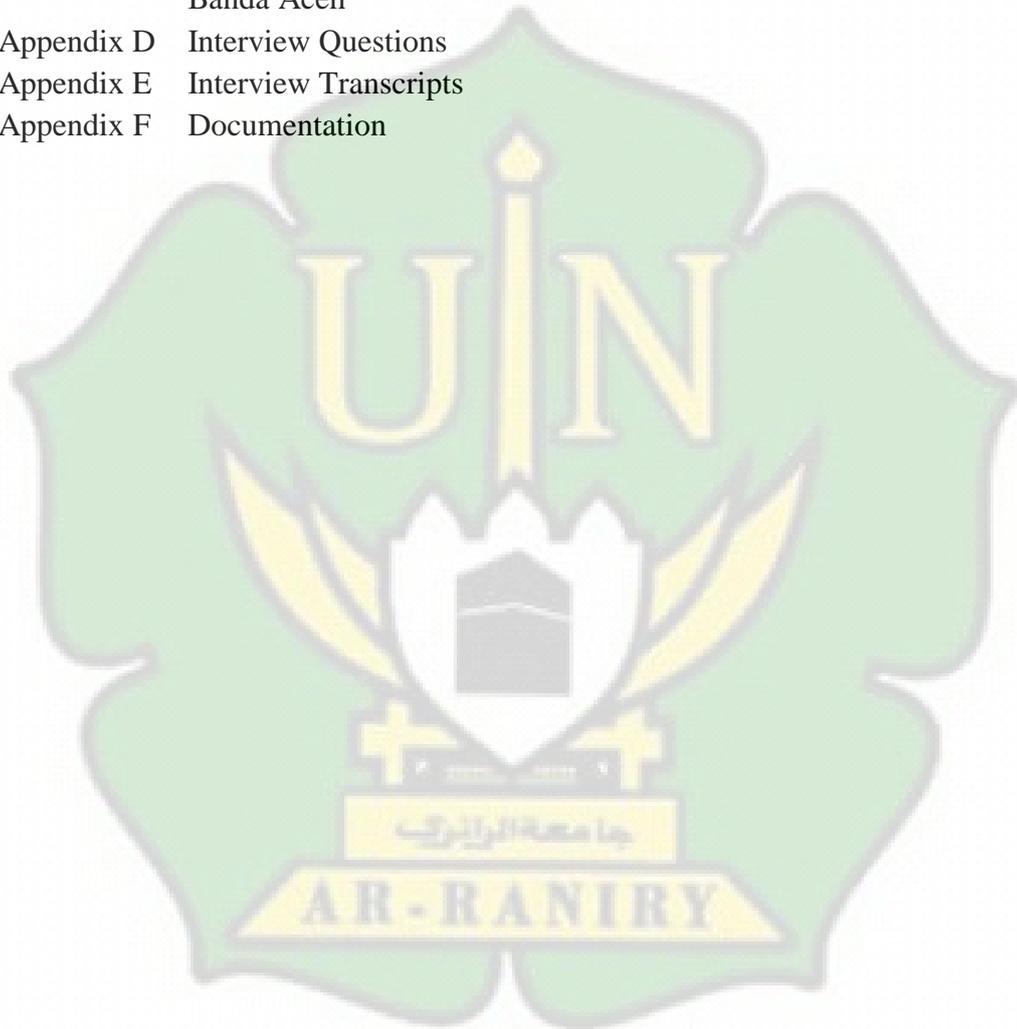
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CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the research questions, the scope and significance of the study, as well as the definition of key terms. This section provides as an overview of the research that will be conducted later.

A. Background of Study

Education is very important for humans because education creates quality, intellectual people and avoids stupidity, accelerator of modernity and a means of bringing people from different cultural background. According to Al-Shuhaibi (2014), education is the practice of gaining knowledge and information that is capable of leading one to a positive future. Education in Indonesia consists of public schools and private school, the private schools such as Islamic boarding schools that are of great interest to many people. Islamic boarding school education is considered because it teaches not only general subjects but Islamic sciences as well. Due to the integration of both general subject and Islamic subjects, many students are motivated to continue their high school education at Islamic boarding school.

Motivation is the abstract concept that pushes a person to engage in specific actions. Motivation in an academic environment relates to motivation of students in pursuing academic achievements (Blaskova, Majchrzak-lepczyk, Hrinikova, & Blasko 2019). Students motivation is defined as a process where the learners'

attention becomes focused on meeting their scholastic objectives and their energies are directed towards realizing their academic potential.

Students' motivated began their pursuing of education to study at Islamic boarding schools most likely to be motivated only to achieve non-standard schools achievements but also to learn more about religious knowledge. Of course, there are various kinds of exploring student's motivation to study at Islamic boarding schools. Researchers are intrigued to push the inspiration behind the motivation. Whether it was from within or influenced by their environment to study at Islamic boarding schools.

Islamic boarding school has special standards regarding the guidance for students in Islamic religious knowledge, both in the form of the subjects at school and outside school activities. In addition, the Islamic boarding school continues to follow the latest curriculum determined by Ministry of Education and Religious Affairs which have academic competence and able to compete with non-boarding school students. Education with the boarding school system is an effective integration of Islamic boarding schools and Madrasah Education System to educate intelligence, skills, character building and inculcate moral values of students, so that students have more complete and positive personalities. According to Ismail (2017), Islamic boarding school is an Islamic faith-based school with dormitory facilities, boarding school students will live far from home and family.

Islamic boarding school students, based on my experiences as a graduated of Darul Aitami private Islamic Boarding School, it reveals that the students of the

school are driven by different motivation to study there. Darul Aitami is a private Islamic boarding school located in South Aceh. The school trains the students not only to master the Islamic science but general science as well. English and Arabic are the two foreign languages taught and the students are strongly encouraged to use the languages in school.

Conducting a study at Darul Ulum Islamic boarding school is important to explore the student's motivation. Motivation is a series of attitudes and values that influence the individual to achieve a specific thing according to the individual's goals. These attitudes and values are invisible that provide the power to encourage individuals to achieve goals. There are several types of internal and external motivation, internal motivation is their own desire to study at Islamic boarding school and also many external factors that encourage students to study at Islamic boarding school, namely the encouragement of parents so that students have to study forcibly, and encouragement from the teacher so that it becomes a motivation to study at Islamic boarding school. The present study intends to explore the student's motivation to study at Darul Ulum Islamic boarding school in Banda Aceh. This school is one of the well-known Islamic boarding schools in Aceh which has a student about 300. In this research I want to know what are students' motivation to study at the Darul Ulum Islamic boarding school, and the result of the present study can be of use not only for the institution its' self but for the those who are interested in conducting further study in this area as well.

There were multiple previous studies conducted regarding these topics. Martin & Dowson (2009), Mastura (2019) and Zafar (2010) have conducted studies that measure the influence of motivation on students.

The researcher is interested in researching student's motivation to study at Islamic boarding due to the intriguing problem that those student face and how beneficial could their experience be for other students. Therefore, the purpose of this research is to see and explore student's motivation in study at Islamic boarding school, the tensions that may occur and students' strategies in overcoming them.

B. Research Question

After going through some related literatures I would like to propose the following research question "what are the motivation of students to study at Darul Ulum Islamic boarding school?".

C. Research Aims

The objective of this study is to find out students' motivation to study at Darul Ulum Islamic boarding school.

D. Significance of the study

The completion of this research is expected to make a meaningful contribution to the intended people:

1. for teachers

The results of this study are expected to know how to motivate students to study at Darul Ulum boarding school. From the motivation of students the teachers can improve their abilities in the teaching and learning process so that more students are interested in entering Islamic boarding school.

2. for students

The result of this study is expected to motivate students to study at Darul Ulum Islamic boarding school.

3. for other researchers

The results of this study are expected to be a reference for other researchers whose study related to student's motivation to study in Islamic boarding school.

D. Terminology

1. Motivation

Motivation is described by Broussard and Garrison (2004 as a cited Alizadeh 2016) as the quality that drives us to do something. Student participation in learning is considered a pre-requisite and a crucial factor. Students engagement in learning is not just a goal in and of itself, but also a means to achieve good academic results for student (Ryan & deci, 2009). In this study, motivation mentioned refers to student's motivation to study at Islamic boarding school. Student's motivation not only refers to drive for students to studying at Islamic boarding school, but also the added intrinsic or extrinsic motivation that drive students to study at Islamic boarding school.

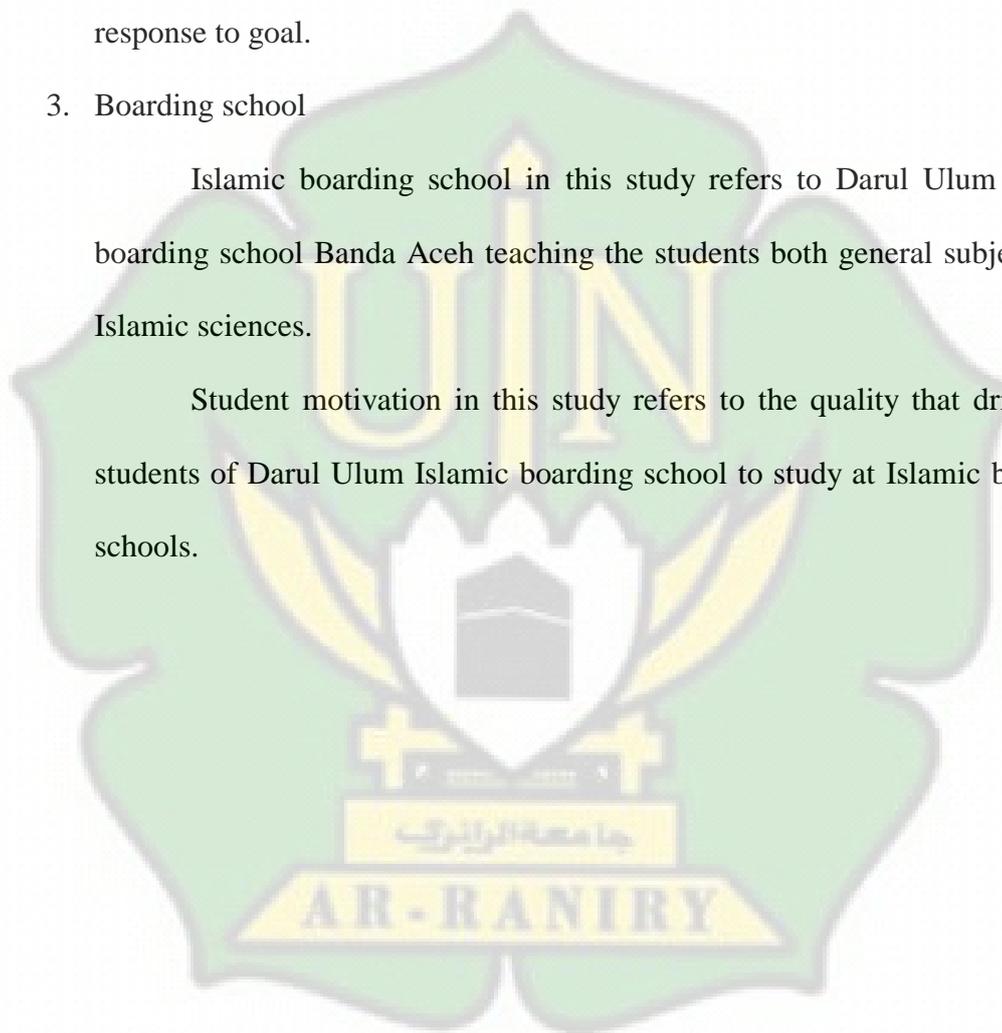
2. Students motivation

Students motivation in this study refers to Darul Ulum boarding school According to Mc. Donald in Sardiman (2014) states that motivation is students motivation to study at Darul Ulum Islamic boarding school to change of energy in person filled with a “feeling” plan and preceded by a response to goal.

3. Boarding school

Islamic boarding school in this study refers to Darul Ulum Islamic boarding school Banda Aceh teaching the students both general subjects and Islamic sciences.

Student motivation in this study refers to the quality that drives the students of Darul Ulum Islamic boarding school to study at Islamic boarding schools.



CHAPTER II

LITERATURE REVIEW

A. Studying at Islamic Boarding School

There is an increase in the number of students studying at Islamic Boarding schools. These students are encouraged to pursue education because of them driven either by their own desire to get as much education as possible or by external reasons such as family or social environment (Zafar, 2010). The most common reasons for students to seek education in several places at once are expected returns from education and continuing education to achieve their future. Many students graduate from Islamic boarding school enrolled in college because it was promised a more prosperous life therefore (Del Rossi & Hersch, 2016).

In taking various education at once, of course there is tension to handle. Students face a myriad of problems in their daily lives and academic life (Kirsh, et. al, 2014), this tension is also common students study in Islamic boarding schools and they will also face additions tensions that students who do not attend Islamic boarding schools may not face. Factors that influence students to enter Islamic boarding schools is from themselves and from outside.

B. Motivation

1. Definition of motivation

At most basic levels, the word motivation means something that moves a person to make certain choices, engages in actions, and expends student efforts to reach a certain goal. However, though it seems simple, the true meaning of the word motivations has been a highly contested topic throughout the years by many scholars (Dörnyei & Ushioda, 2011).

In relation to the topic of this research, another term that need to be defined is academic motivation. Academic motivation is a collection of circumstances and conditions that formed an individual's beliefs regarding their abilities, intentions, goals, and emotional response regarding their academics activity (Blašková, Majchrzak-Lepczyk, Hriníková, & Blaško, 2019).

Motivation is accepted for most of the fields in that learning motivation is essential for success. We need motivation when we have to do something to success. Without such motivation we almost certainly fail to make necessary effort. There are many factors that depend on motivation. And it is Motivation is very influential in learning English. when learners are not motivated, they will not be able to learn English or even pay attention to it to learn it. As a result, motivation is considered an important element related with language skill in shaping success in learning English.

There are various definitions of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it.

Motivation is an internal state that arouses students to action, direct them to certain behaviors and assist them in maintaining that arousal and action with regard to behaviors important and appropriate to the learning environment (Wiseman and Hunt, 2013). Motivation is an energy change within the person characterized by effective arousal and anticipatory goal reaction (Hamalik, 2014). Motivation in the learning process can be divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation come from students themselves. The desire to achieve learning goals and drive to meet the learning needs, and so forth. While extrinsic motivation is a motivation that comes from outside the students themselves, such as parents' demands, comfortable learning partners, interesting and unpleasant learning activities.

2. Theory of Motivation

Definition is not enough to serve what motivation is. Here researcher provides theories of motivation that has been written by Brown. In his book Brown provides various theories about motivation. Theories of motivation that have been delivered by Brown have been proposed for several studies decades. Follow historical schools that have different perspectives, namely (Brown, 2007):

a. Behavioristic perspective, in behavioristic perspective motivation is seen in a very definite sense. It is just a reward hope. Motivated to get positive rewards, and driven by the rewards that were previously received due to certain behaviors, we act

to achieve further rewards. Skinner, Pavlov, and Thorndike put motivation at the center of their theory of human behavior. In a behavioristic view, performance in activities and motivation to do so - seems to depend on external factors: parents, teachers, peers, educational requirements', work specifications, and so on.

b. In cognitive terms, motivation places more emphasis on individual decisions, "choices made for the particular experience or purpose they wish to approach or avoid, and the level of effort they will muster in that matter" (Keller, 1983, p. 389). Some cognitive psychologists see basic needs or impulses as urging forces behind our decisions. Ausubel (1968, p. 368-379), for example, identified six needs that underpin the concept of motivation:

- 1) Exploration needs, seeing "the other side of the mountains", investigating the unknown.
- 2) The need for manipulation, influencing in the skinner-environment terms and causing change.
- 3) The need for activities, movements and exercises both physically and mentally.
- 4) Stimulation need, the need to be stimulated by the environment, by others, or by ideas, thoughts, and feelings.
- 5) Knowledge need, the need to process and instill the results of exploration, manipulation, activity, and stimulation, to resolve conflicts, find solutions to various problems and find a stable knowledge system.

6) Finally, the need for increased ego, the need for self-recognition and acceptance and approval by others or, by Dornyei (2005, p. 93), is called "self-system".

c. A constructivist view of motivation even further emphasizes both the social context and individual personal choices (Williams & Burden, 1997, p. 120). Everyone is motivated differently, so they will treat their environment in a unique way, but these unique actions are always carried out in a cultural and social environment that cannot be completely separated from that context. A few decades ago, Abraham Maslow (1970) viewed motivation as a concept where the highest attainment of goals was only possible through a hierarchy of needs, three of which were firmly embedded in community, ownership, and social status. Motivation, in a constructivist view, originates as much both from our interactions with others as from our own encouragement.

From the whole perspective of motivation, Brown (2007) served the motivation from three different views, they are: behavioristic, cognitive, and constructivist. Behavioristic perspective tells motivation is a thing that could encourage individuals to do something because of the rewards that have been promised. Behavioristic views individuals who are motivated to do something, it is because they hope something at the end of their work, such as getting paid, or rewarded by something, external things such as reward is the biggest urge for people willingly to do something.

In behavioristic theory, Brown (2007) defined motivation as: hope of reward, desire to receive positive rewards and it is also determined by the external of

individual force. It means, motivation in behavioristic theory relates to the rewards that would be achieved after doing something, such as employee will get paid in every month after working for thirty days or a five years old boy who studies really hard in order to obtain the toys that have been promised by his parent. Those external reasons like reward and gift encourage individuals to be highly motivated to complete the tasks that have been assigned.

Furthermore, in cognitive perspective, Brown(2007) stated that, motivation is affected by the things, as followed: the urge of human needs, the level of effort that has been endeavored, and individuals' internal force. In other words, cognitive perspective shows motivation is influenced by the internal force. In contrast, behavioristic perspective shows motivation is influenced by the external force. Behavioristic theory argues that motivation could be influenced from the outside (rewards). On the other hand, cognitive theory argues that motivation could be influenced from the inside (dreams). In constructivist theory, motivation could be influenced from the environment such as people opinion, thought and idea because they are considered as one of the support systems in maintaining our motivation.

3. Type of motivation

Ryan & Deci (2000) distinguish motivation based on the differing goals that prompt an action. The most general types of motivation are the intrinsic motivation and extrinsic motivation. Intrinsic motivation is the implementation of an action based on satisfaction gained from that said action rather than some external consequences, pressures, or rewards (Ryan & Deci, 2000). Conversely, extrinsic

motivation is the implementation of an action based on the desirable outcome that could be gained from said action (Ryan & Deci, 2000).

In simpler term, intrinsic motivation drives an action that are considered fun, interesting and engaging for an individual, while extrinsic motivation drives an action that might have the same characteristic but needed an outside benefits that could be gained from that action. Extrinsic motivation could also be further categorized based on the reason for a driven action (Legault, 2016).

Firstly, external regulation. It refers to actions taken in response to an external demand or in exchange for external incentives. According to Olsson (2008) controlled aspect with feelings of inner compulsion and conflict with those externally managed students is termed as external regulation. For example, a student who studies hard in class to achieve good grades so that his parents will reward him with material benefit. Despite the fact that the action is intentional, it is governed by an outside force. External regulation is the least preferred type of motivation, and it is generally contrasted with intrinsic motivation.

Secondly, introjected regulation. This type of extrinsic motivation in which the action was governed by internal consequences and or pressures aimed at achieving reward (e.g., ego enhancement and pride) or avoiding punishment (e.g., guilt and shame) (Ryan & Deci, 2000). An example would be a student who spends lots of time practicing music for a performance because she believes if she doesn't play well, others will underestimate her.

Thirdly, identified regulation. This type of extrinsic motivation is less controlling. Identified regulation is when someone gets involved in an action because they recognize its personal significance and accept it to be their own. Gagne & Deci (2005) claimed that people feel more uncontrolled and comfortable when they have identified regulation since their behavior is more in line with their personal aims. Consider, a student who works extremely hard in preparation for an exam since getting into college is meaningful to him. Getting into college is a goal chosen by him. While the behavior is driven by external factors, it remains essentially free. Differently, if a student believes he will feel like a failure if he does not go to college. Then, he must go to college, just like everyone else (introjected regulation), or a student should go to college because his parents are forcing him to do so (external regulation).

The last is Integrated regulation, which the action was driven by a combination of external and internal pressure in order to reflect the value and identity of an individual. According to Deci & Ryan (2002), Integrated regulation, which occurs when behavioral regulation and individually approved values, goals, and ambitions that are already part of the self are in sync, is the most autonomous type of extrinsic motivation.

4. Function of Motivation

Sardiman (2014:85) argues that, motivation has three functions, namely:

1. Encourage peoples to act, such as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done.
2. Determining the direction of action, towards the goal to be achieved such motivation can provide direction and activities that must be done according to its purposes.
3. Selecting the action, which determines what action should be done harmoniously to achieve the goal, by setting aside the actions that are not beneficial to the goal.

5. Measurement of Motivation

According to Hanafiah (2010:28) there are some measurements that can be used to know the motivation those are:

- a. Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- b. Questionnaire is to know the persistence and loyalty.
- c. Free compose is to understand information about the vision and aspirations.
- d. Achievement test is to get the information about the achievement of the students" academic.
- e. Scale is to understand information about attitude. In this research the researcher used the one of the measurement above that is questionnaire. In the questionnaire, there are four options that are strongly agree, agree, disagree and strongly disagree. The answer of the questionnaire would be change become score by using liker scale.

6. Students Motivations to study at Islamic boarding school

Mean that a student was driven to pursue higher learning at Islamic boarding school based on his or her personal motivations. Those students that are currently studying at Islamic boarding school have also, at one point, been motivated to pursue a higher education. Timothy L. Seifert (2004) stated in his journal that there are four prominent theories regarding motivations in an academic context, which are: Self-efficacy Theory; a theory that refers to an individual's judgment and confidence in themselves to perform a task at a specified level of performance. 11 Kolbe (2009) claimed that the ability to measure one's own cognitive strength is defined as self-efficacy. This theory argues that students were motivated to pursue higher education based on their personal belief that they were able to challenge themselves further through it. Attribution Theory; a theory that refers to a perceived cause of an outcome. According to Robbins & Judge (2008) Attribution theory is used to explain the causes of individuals in carrying out an action whether influenced by internal or external factors, and also explains the various causes and motives that underlie a person doing a certain action. In an academic setting, attribution might include effort, skills, knowledge, strategies, ability, luck, or teacher's behavior that might have consequences on the students' motivation. Self-worth Theory; a theory proposed by Jin (2010) assumes that people are socialized and sensible creatures. Humans are tend to look for the justification for their actions and to building a reasoning system to explain their internal and external environments, both within themselves and in the outside world. It refers to the students' behavior in protecting, maintaining or

enhancing their own self-worth. A sense of self-worth is positively related with the well-being and functionality of any human being, especially students' who are more prone to depression and selfcontempt. Achievement Goal Theory; a theory that refers to the students' motivation can be seen as an attempt to achieve a desirable goal. It is believed that students made an effort in order to pursue success or experience failure rather than purely pursuing education for knowledge (Seifert, 2004). For example, a person who is 12 performance-oriented in a specific achievement setting, such as finishing a writing assignment, may focus on completing the project properly in order to appear competent to peers and to surpass his or her peers while exerting minimal effort.

C. Islamic boarding school

1. Definition of Islamic boarding school

Islamic Boarding school is one of Indonesia's oldest Islamic educational institutions which became a central for pure religious activities to spread Islam. According to Kusnadi (2019), Islamic boarding school an education system was based, practiced, and led by the values based on the fundamental of Islam. These Islamic values became one with contextual structure or the applied social reality in everyday lives. Islamic boarding school is an educational institution where students not only learn, but they live together the institution (Maksudin, 2010).

Islamic boarding school is a traditional Islamic education institution which has various activities, like, studying, comprehending, deepening, appreciating, and practising Islamic teachings by pointing out the importance of religious moral as a

day-to-day guideline. According to Rahim, an Islamic boarding school is the oldest educational institution in the history of Indonesia that has run for hundreds of years. By looking at its age, it can be said that Islamic boarding school has been part of the Indonesian educational culture. Furthermore, it has also taken part in enhancing national education. Islamic boarding school emerges as a living community that is able to merge to be part in creative activities through alternative education. It combines teaching and community building.

The existence of Islamic boarding school has long been recognized by society. Islamic boarding school plays a significant role in enhancing national education and in building education in general. Islamic boarding school is also seen as a ritual, character building, dakwah (Islamic teaching), and most popularly, resilient institution which survived from internal and external challenges (Muhammad, 2019).

The ability of an Islamic boarding school to survive is considered an achievement. Even though the wave of globalization severely hits various aspect of Indonesian people's life, Islamic boarding school still consistently studies Kitab Kuning (classical books), which is the fundamental element of the school itself. Doctrines stated in the books mainly come from the Quran and hadith; these give the school its soul that is one of a kind. In addition, classical books teach Islamic boarding school's students about tolerance, appreciating diversity in fiqh (Islamic jurisprudence), and growing thoughts in Islam.

A boarding school is a type of school where its students resides in the boarding homes provided by the school C. Tan (2014). Martin et al (2015) have similar definition a boarding school in terms of its ability to provide an opportunity to increase networking among students and faculty.

Islamic boarding school's subjects contain Arabic language (tool science), fiqhushul, tafsir, hadist, adab(Arabic literature), attitude, tasawuf and tarikh (Dhofier, 1990). Series of those subjects exist in every single book level which is containing two visionsof education, those are; first is moral vision, it is teaching the attitude and akhlakul karimah, second is intellectual vision, it is improving theability of thinking (Nata, 1997). In several Islamic boarding schools, the implementation of educational system and teaching got the transformation because of the influence from science, technology, education in Indonesia, and the demand of the societies in the Islamic boarding school itself. Then, some of Islamic boarding schools are still maintaining their own old system. In this case, Ghazaly (2000) defined teaching method in Islamic boarding school consists of two systems, those are:

a. Traditional system:

- 1) Sorongan, is the educational systemwhich every santri is reciting Qur'an in front of Ustadz and Kiyai.
- 2) Wetonan, is educational systemwhich Kyaireciting Qur'an to the Santri, then it is followed and seen by santri.
- 3)Bandongan, is the combination of two methods above.

b. Modern system:

1) Classical system

2) Course system

3) Training system



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the research methodology. Of this study is divided into several parts, which are research design. Participants of the study, data collecting procedure, and data analysis procedure.

A. Research Design

This study used a qualitative research method. According to Astalin (2013) a research method that offers a factual explanation, primarily narrative, of a social or cultural phenomena and people's or groups' views to influence the researcher's knowledge of it is known as qualitative research. According to Creswell (2013), qualitative is used to investigate information and a deeper understanding of the participants perspectives. In this study focuses on phenomenon in the school setting. The phenomenon in this case is motivation students to study at Islamic boarding school. Qualitative research is one of method that can answer the research questions in this study. It has the capability of providing a fuller understanding of students' motivation to study at Islamic Boarding School.

B. Participant

1. Population

The researcher had to determine the population before the sample was collected. According to creswell (2012), population is a set of individuals with the same feature which are then inferred by the researcher. The population of

this research is all students of Darul Ulum Islamic boarding school with approximately 300 students.

2. *Sample*

According to Creswell (2012), Snowball sampling is a term of purposeful sampling that often process after study begins and occurs when the researcher ask participant to recommend person to be sampled. Informal conversation could be done by the researcher in the interview and may pose the question. The sample in the study is the first step in the research success because the sample selection is done with incorrect will give untrue research. In this research, the researchers used total sampling to invite 10 students Darul Ulum Banda Aceh to be interviewed. Because this study looked for student's motivation to study at Darul ulum Islamic Boarding School. Sugiyono (2014) stated the total sampling is a sampling technique when all members of the population are used as sample.

C. Data collecting procedures

In this research, to collect the data related to the proposed research questions, the researcher used techniques by using interview.

To obtain the data, this study interviewed ten students of English Language Education. This study used interview technique, face-to-face and semi-structured interviews. According to Adam (2015) semi-structured interviews combine closed and open-ended questions in a conversation with one participant at a time, and are frequently followed up with follow-up questions. Semi-structured interview is one in which the interviewer uses a prepared set of questions as a guide but retains the

opportunity to ask extra questions to obtain more information (Mackey and Gass, 2005). Hence, the researcher produced a list of questions to be asked during the interview, but also can ask for additional follow-up questions relating to the prepared questions. This study used a semi-structured interview because it could clearly answer the research questions and also the questions may be generated based on the participants' responses and current situation. Moreover, the semi-structured 21 interview guide offered the interviewer clear directions and can reflect the actual comparable qualitative data. The participants were asked certain questions relating to the study subject, and the information was documented over the face-to-face and voice recording.

D. Methods of Data Analysis

The data was examined in this qualitative research using Creswell (2007) stages as a guide. Data transcription is performed by the researcher during data analysis. According to Creswell (2008) the process of translating written data from audiotape recordings is known as transcription and documentation. After the data was collected, it was transcribed. The researcher read over the whole transcripts after transcribing the raw data from the interview to represent the needed data and gain a concept of the participants' overall ideas before moving on to the specific data that is necessary. The data was also coded to make it easier to examine. The data was analysed related to the research objective by identifying patterns and making connections to each of these data. The final step was interpret the results; interpretation is defined as a meaning generated from a comparison of the results with information from the literature or theories (Creswell, 2014).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the data collection procedure of this research, the data analysis process, presenting findings and discussing the theory of the findings. To show how the research was done and how the data for the research was analyzed to find the answer for the research questions.

A. Research finding

This study collected ten participants that were applicable to the purpose and criteria and teacher recommendation. The participants were students from Madrasah Aliyah Darul Ulum Islamic boarding school. Data were obtained through interview asking about “Students’ motivation, to study at Islamic boarding school. This study was conducted on November 9th - 11th, 2022. The duration of this interview is about 15 to 20 minutes for eight questions and several follow-up questions. Students’ demography presented in the table below:

Table 4.1

Students’ demography

No	Participant	Gender
1.	CRAN	Female
2.	NNA	Female
3.	FA	Male
4.	MAK	Male
5.	AA	Female

6.	DI	Female
7.	BQ	Male
8.	RRW	Male
9.	MAH	Female
10.	M	Female

The participants answered several interview questions to find students' motivation to study at Islamic boarding school. Due to time constraints, the interview was done face to face at Darul Ulum Islamic boarding school. An audio recorder was used to record answers and opinions, and then the result was transcribed. After that, the data was coded and analyzed to answer the research questions of what are students' motivation to study at Islamic boarding school.

After going through several processes, the researcher obtained several findings, which were organized into the point. In detail, the data analysis was organized into one theme and coded based on what the research question needs to explain. The themes were about Students' motivation in study at Islamic boarding school.

1. Students' motivation

Table 4.2

Students' motivation both Intrinsic and Extrinsic

No	Motivation	Participant
1.	Intrinsic	CRAN, NNA, FA, MAK, BQ, M
2.	Extrinsic	CRAN, FA, AA, DI, RRW, MAH

Based on the table 4.2, there were six participants who chose intrinsic motivation, but two of them also choose extrinsic motivation. This showed that the students motivated intrinsically and extrinsically.

CRAN: *“Because of myself, but there is external factor as well. My parents told me to do so. Then why not as long as it supported by surroundings environment”.*

FA: *“From myself and external factor too, my parents also advocated me to studying at Islamic boarding school”.*

The participants (CRAN) and (FA) said that the motivation came from themselves but there was an external factor that influenced them, which is their parents. This action was motivated by a combination of external and internal factors. This was one of external motivation categories, namely Integrated motivation.

AA: *“..... because of myself, just like what i said before, i want to learn a foreign language because it is an Islamic boarding school and deepens religious knowledge. Then for the external factor, i saw that graduates of Islamic boarding schools can speak foreign languages and also get many achievement scholarships.*

RRW: “From my own self, because my goal in the future after graduating from this Islamic boarding school i can speak foreign languages such as English and Arabic.

The answer above showed that the participants (AA) and (RRW) studying at Islamic boarding school because specific goal they want to achieve. They want to be able to speak and communicate in foreign languages and continue their education. The action was motivated by themselves but it controlled by the goals. It refers to Identified regulation. This type of extrinsic motivation is more uncontrolled because the behavior is more line with individual aims.

DI: “From external factor, because I simply carried out my parents' wishes.”

DI stated the reason she was studying at Islamic boarding school because her parents asked to. She is not motivated by herself. This refers to introjected regulation which the action was it refers to actions taken in response to an external demand or in exchange for external incentives. Introjected regulation is one type of extrinsic motivation.

MAH: “Firstly, thing that motivated me to studying at Islamic boarding school is my brother because my brother graduated from Islamic boarding school. And then i acquired a desire to studying at Islamic boarding school. And I think it will make it easier to me in the future, and will help me a lot.”

The answer from participant (MAH) showed that he was motivated by people around him and he convince that by studying at Islamic boarding school will help him and can tell how stay and study at Islamic boarding school and make his life

easier in the future. It refers to external regulation, one of extrinsic motivation which the action taken in response to an external incentive.

NNA: “To convince myself to studying at Islamic boarding school at the same time is factor from my own self”

MAK: “Self-motivated, because of myself.”

BQ: “The motivation comes from internal, from myself,.....At first my parents discouraged me to studying at Islamic boarding school because they believe it because they believe I can live independently and be disciplined and hope they can also speak a foreign language”

M: “For me, it came from myself, because it was my own desire to study at Islamic boarding school”

Four of ten participants stated that they were motivated intrinsically. When the participants were intrinsically motivated, they engage in every activity because they enjoy it and give them personal pleasure.

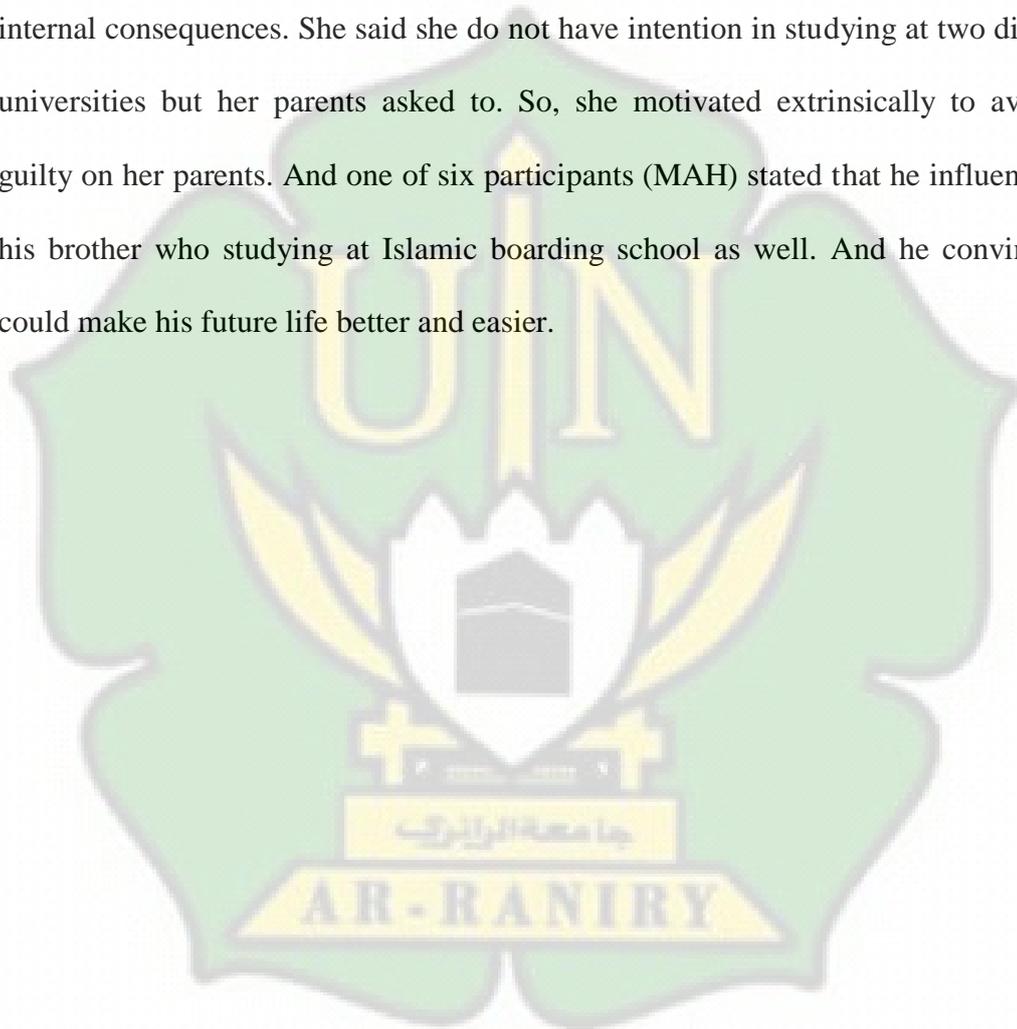
B. Discussion

The researcher conducted the research and obtained the complete data. To gain the objective of the research, the researcher has analyzed the data systematically and accurately. The data were analyzed in order to draw conclusion about the objective of the study. The researcher discussed the findings in this chapter based on the research questions. They would be described as follows:

Based on the findings for research question, the researcher found that students motivation to study at Islamic boarding school. The result showed that students are interested to study at Islamic boarding school it is not only because religion but are also interested because Islamic boarding schools can learn foreign languages and some of them want to continue their education abroad. They want to be able to communicate in English well, they want improve their religion. The reasons that were given by the students are in accordance with the types of motivation (Gardner & Lambert, 1972 as cited in, Hedge, 2008).

The purpose of this study is to examine students' motivation study at Islamic boarding school. This study using semi-structured interview to collected the data. Based on the interview result, the researcher found the answer of the first research question that is "What are the motivations of students to study at Islamic boarding school?" According to the interview result, the researcher found that students were motivated both intrinsically and extrinsically. Six participants (CRAN, NNA, FA, MAK, BQ, M) were motivated intrinsically. According to Ryan and Deci (2000), intrinsic motivation is the implementation of an action based on satisfaction from that said rather than some external consequences, pressures or rewards. It can be concluded that these participants were motivated since they enjoy themselves while studying at Islamic boarding school. On the other hand, six participants (CRAN, FA, AA, DI, RRW, MAH) were motivated extrinsically. The researcher classified the categories of extrinsic motivation by Legault (2016). Based on the point of research findings, two out of six participants (CRAN and FA) stated statement related to Integrated regulation. These participants said that they were motivated because of the

combination of external and internal factor. two out six participants (RRW and AA) said that they have specific goals to achieve. This is related to Identified regulation, which the action is more line with the personal goals. One of six participants (DI) also stated related to introjected regulation in which the action was governed by internal consequences. She said she do not have intention in studying at two different universities but her parents asked to. So, she motivated extrinsically to avoiding guilty on her parents. And one of six participants (MAH) stated that he influenced by his brother who studying at Islamic boarding school as well. And he convinced it could make his future life better and easier.



CHAPTER V

CONCLUSSION AND SUGGESTIONS

A. Conclusion

The result of this study showed that the students' motivation to study at Islamic boarding school. They have several reasons to study at Islamic boarding school. Most students told the researcher that their motivation to study are ntrinsically and extinsicaly motivated to study at Islamic Baording School. In maintaining their motivation to study at Islamic boarding school can speak bilingual and study religion as well trough set of goals and plans (study abroad), trough encouragement from surrounded (parents, teachers, and friends.

B. Recommendation

Based on the research findings, the researcher expected this study would be beneficial for the future researcher. It is admitted that this study has many imperfections.

1. For the future Researcher who wants to investigate similar study, the researcher expected these findings can be a reference for next study.

2. For student who interested in studying at Islamic boarding school, increase your motivation and maintain your commitment to studying. There will be many challenges to overcome, make a strategy that works for you. And also, do not forget to think the risk and consequences in studying at Islamic boarding school.

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Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala MAS Darul Ulum Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FERNANDA SILVA / 170203140**

Semester/Jurusan : XI / Pendidikan Bahasa Inggris

Alamat sekarang : Banda aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Exploring Students' Motivation to Study at Islamic Boarding School.***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 November 2022

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



*Berlaku sampai : 31 Desember
2022*

Habiburrahim, M.Com., M.S., Ph.D.



YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH
MADRASAH ALIYAH DARUL 'ULUM

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06 Desember 2022

Kepada Yth.
 Wakil Dekan Bidang Akademik dan Kelembagaan
 Fakultas Tarbiyah dan Ilmu Keguruan
 Universitas Islam Negeri Ar-Raniry
 di-
 Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara nomor: B-13993/Un.08/FTK.1/TL.00/10/2022, tanggal 07 November 2022, maka dengan ini Kami menyatakan bahwa :

n a m a : **FERNANDA SILVA**
 NIM : 170203140
 semester : XI
 jurusan : Pendidikan Bahasa Inggris

telah selesai mengadakan penelitian pada tanggal 09 s/d 11 November 2022 untuk bahan penulisan skripsi dengan judul:

"Exploring Student's Motivation to Study at Islamic Boarding School"

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.



KEPALA

MARIANI, S.Ag., M.A
 NIP 197309141999052001

INTERVIEW TRANSCRIPT

Participant 1

Interviewee : CRAN
Date of interview : 9 November 2022
Place : MAS Darul Ulum Banda aceh

Q: Apa motivasi anda belajar di pondok pesantren?

A: Saya tertarik belajar dipesantren karena dipesantren mempunyai aturan jadi saya termotivasi dengan menjalankan aturan membuat diri saya sendiri lebih teratur, disiplin, saya juga bisa belajar apa arti kehidupan karena belajar dipesantren itu ada senang ada sedih dan menjadikan pembelajaran bagi diri sendiri menuntut ilmu itu melalui banyak proses sehingga saya menjadi pribadi yang lebih baik lagi.

Q: Apakah motivasinya datang dari diri sendiri atau dari luar?

A: Berbicara tentang motivasinya datang dari diri sendiri dan dorongan dari orang tua saya karena orang tua saya alumni dari pesantren jadi dari merekalah yang memberikan motivasi saya untuk sekolah dipesantren.

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Tentunya sangat banyak, mulai dari bisa berbahasa Inggris dan Bahasa arab dan bisa membaca kitab dan lebih tau tentang ilmu agama.

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Kendala yang saya hadapi selama dipesantren cuma kawan. Kalo saya ada masalah dengan kawan itu yang membuat mental saya down dan minat belajar kurang, dan merasa gak betah pengen keluar dari pesantren.

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: Tentunya ada kelebihan belajar dipesantren karena waktu untuk belajar lebih banyak, kalo diluar kita lebih banyak meluangkan waktu untuk kegiatan lain contohnya seperti memakai handphone yang membuat kurangnya waktu untuk belajar, tetapi kalau dipesantren sebaliknya tidak bisa menggunakan handphone dan banyak kegiatan dari pagi belajar disekolah malanya belajar kitab dan subuhnya kami menghafal vocab dan mufradat dan melaksanakan sholat berjamaah dll.

Q: Bagaimana cara anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

A: Mengatur waktu apa yang harus diselesaikan selesaikan saat itu jangan ditunda misalkan subuh kami ada hafal vocab dan mufradat setelah saya gak tidur lagi karna mengerjakan pekerjaan yang belum selesai.

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

A: ketika saya menemukan kendala saya cuma bisa berdoa dan menyelesaikan masalah misalnya ada masalah sama kawan selsesaikan secara baik baik dan jangan mengadu ke orang tua atau guru disekolah.

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren?

A: saran saya untuk yang mau masuk pesantren pilih pesantren yang bagus yang ada bilingual school dan ada belajar kitab dan ilmu agama.



INTERVIEW TRANSCRIPT

Participant 2

Interviewee : NNA

Date of interview : 9 November 2022

Place : MAS Darul Ulum Banda aceh

Q: Apa motivasi anda belajar di pondok pesantren?

A: Saya mau memperdalam ilmu agama, dan ingin bisa berbahasa inggris dan bahasa arab dipesantren ini membuat saya tertarik untuk sekolah disini.

Q: Apakah motivasinya datang dari diri sendiri atau dari luar?

A: Kalo untuk masuk ke pesantren itu memang faktor dari diri sendiri. Terlepas dari itu saya juga ada komunikasikan dengan orang tua. Yang mana alhamdulillah orang tua mendukung apa yang akan saya pilih.

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Terutama dari sikap dan prilaku daya pribadi dan juga ibadah yang dulunya masi tinggal" tapi selama di pesantren insya allah lebih tepat waktu dan terjaga sholatnya dan juga bisa berbicara bahasa inggris dan bahasa arab.

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Hukuman peraturan yang ada dipesantren ini sangat ketat itu yang menjadi kendala.

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: Yang pertama kali bahasa karna kita wajib berbahasa inggris dan bahasa arab dan bedanya kalo sekolah diluar lebih rentan berbahasa indonesia dan berbahasa daerah dan dipesantren lebih terarah dan disiplin.

Q: Bagaimana cara anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

A: Menyesuaikan semua kegiatan dengan schedule dan mengurangi menunda nunda waktu.

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

A: Ketika saya menemukan kendalaa , kedepan saya mencoba tidak melanggar lagi dan berdoa menjadi pribadinyang lebih baik lagi.

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren?

A: Mengajak mereka untuk lebih mengutamakan sekolah dipesantren dari pada sekolah biasa, karnaa dipesantren mengajarkan kita menjadi manusia yang beradab dan beriman insya allah

INTERVIEW TRANSCRIPT

Participant 3

Interviewee : FA

Date of interview : 10 November 2022

Place : MAS Darul Ulum Banda Aceh

Q: Apa motivasi anda belajar di pondok pesantren?

A: Saya tertarik belajar di pesantren karena bahasanya, karena banyak sekali lulusan pesantren yang melanjutkan studi ke luar negeri, maka dari itu saya ingin seperti mereka.

Q: Apakah motivasi itu datang dari diri sendiri atau dari luar?

A: Dari diri sendiri dan juga diberi motivasi dari orang tua kalo masuk pesantren bisa berbahasa Inggris

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Lebih disiplin dan ikuti peraturan yang berlaku dan lebih mandiri dan bisa berbicara 2 bahasa dan sholat berjamaah.

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Perubahan saya lebih rajin sholat dan berkembang dari segi bahasa karena kalo di rumah bahasa Aceh tapi pesantren lebih disiplin dan diajarkan menghargai sesama.

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: Belajar di pesantren itu lebih mandiri dan lebih banyak belajarnya dibandingkan sekolah luar dan keunggulan dalam berbahasa Inggris dan Bahasa Arab.

Q: Bagaimana cara Anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

A: Cara saya mengatur waktu mengikuti waktu dan aturan yang telah ditentukan di pesantren misalnya pergi sekolah jam 8 mandinya harus lebih cepat biar semua yang belum dikerjakan dapat diselesaikan di sela waktu kosong.

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

Ketika saya menemukan kendala misalnya melanggar aturan kedepannya saya harus memperbaikinya dan tidak mengulang hal yang sama dan berdoa kepada Allah.

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren?

A: Saran buat teman-teman yang ingin masuk pesantren harus kuat-kuat mental karena di pesantren ini kita tidak bisa manja seperti manja kepada orang tua, kita diajarkan disiplin mandiri dan saling menghargai.

INTERVIEW TRANSCRIPT

Participant 4

Interviewee : MAK

Date of interview : 9 November 2022

Place : MAS Darul Ulum Banda aceh

Q: Apa motivasi anda belajar dipesantren

A: Saya termotivasi masuk pesantren terutama karena Bahasa, karena saya melihat lulusan Darul Ulum yang bisa kuliah ke luar negeri jadi saya tertarik untuk masuk pesantren dan juga memperdalam ilmu agama.

Q: Apakah motivasi itu datang dari diri sendiri atau dari luar?

A: Motivasi diri sendiri, karena diri saya sendiri.

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Tentunya sangat banyak perubahan mulai dari saya bisa berbicara Bahasa Inggris dan juga lebih mandiri dan disiplin dan insya allah sholat tidak tinggal lagi.

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Kendalanya banyak yang pertama gak betah karena jauh dari orang tua, dan atursan dipesantren ini sanagat ketat

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: Sekolah dipesantren kita tidak hanya dapat ilmu dunia kita juga dapat ilmu akhirat dan juga lebih unggul disegi Bahasa dipesantren sehari hari menggunakan dua Bahasa satu minggu Bahasa inggris dan arab.

Q: Bagaimana cara anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

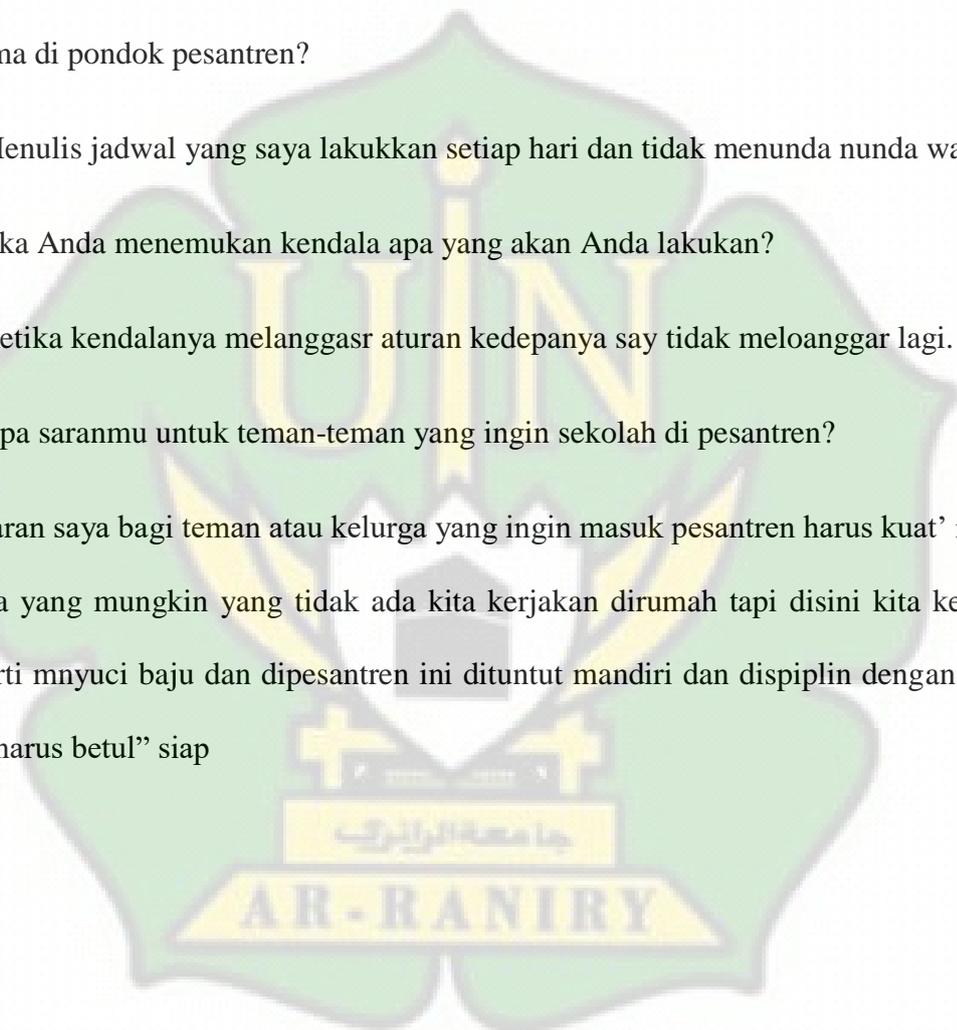
A: Menulis jadwal yang saya lakukan setiap hari dan tidak menunda nunda waktu.

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

A: Ketika kendalanya melanggarr aturan kedepanya say tidak meloanggar lagi.

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren?

A: saran saya bagi teman atau keluarga yang ingin masuk pesantren harus kuat' mental karna yang mungkin yang tidak ada kita kerjakan dirumah tapi disini kita kerjakan seperti mnyuci baju dan dipesantren ini dituntut mandiri dan disiplin dengan waktu jadi harus betul" siap



INTERVIEW TRANSCRIPT

Participant 5

Interviewee : AA

Date of interview : 10 November 2022

Place : MAS Darul Ulum Banda aceh

Q: Apa motivasi anda belajar di pondok pesantren?

A: Motivasi saya belajar dipesantren karena melihat alumni pesantren yang lulusan darul ulum ini banyak yang keluar negeri dan saya tertarik mau bisa belajar berbahasa inggris dan memperdalam ilmu agama dipesantren.

Q: Apakah motivasi itu datang dari diri sendiri atau dari luar?

A: Motivasinya berasal dari diri sendiri dan juga orang tua memotivasi saya untuk masuk pesantren.

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Perubahan saya yang sekarang ini banyak sih, bisa berbicara bahasa inggris dan bahasa arab, kalo gak berbahsa kami bisa masuk mahkamah bahasa dan perubahan disiplin dan lebih mandiri.

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Kendalanya itu waktu yang terlalu singkat, ketika kami melakukan sesuatu tu mmenag harus ekstra" harus bisa ngatur krnaa gada waktu bermain, apalagi selain

sekolah kami ada menghafal vocab dan mufradat jadi waktu yang kami miliki itu terlalu singkat.

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: kelebihan belajar di pesantren tu kita lebih banyak mendapatkan ilmu yang lebih, kayak ilmu agama, sains dan belajar berbahasa asing, keunggulannya pesantren bisa berbicara bahasa asing misal bahasa inggris dan arab.

Q: Bagaimana cara anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

A: Saya mengatur waktu tidak menunda nunda misal waktu menghafal saya harus menghafal biar gak ketinggalan deadline jadi waktunya juga teratur.

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

A: Jika saya menemukan kendala misalnya karena waktu yang singkat saya melanggar aturan dan mendapatkan hukuman kedepan saya tidak mengulanginya lagi.

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren?

A: Saran saya harus kuat kuat mental karna kita hidup di pesantren ini tanpa orang tua jadi kita harus ada kesiapan untuk tinggal di pesantren.

INTERVIEW TRANSCRIPT

Participant 6

Interviewee : DI

Date of interview : 10 November 2022

Place : MAS Darul Ulum Banda Aceh

Q: Apa motivasi anda belajar di pondok pesantren?

A: Motivasi saya untuk belajar di pesantren adalah karena permintaan dari orang tua. Karena kebetulan orang tua kerja kementerian agama, jadi dipaksa untuk harus tetap sekolah dipesantren padahal saya sendiri tidak berminat. Saya bisa bertahan sampai saat ini karena saya berusaha mencari motivasi untuk diri sendiri agar bisa bertahan, sampai akhirnya saya merasa bahwa belajar dipesantren itu menyenangkan, dan saya mendapat banyak pengalaman dengan belajar di pesantren.

Q: Apakah motivasi itu datang dari diri sendiri atau dari luar?

A: Dari faktor external, karena saya hanya mengikuti permintaan dari orang tua saya

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Sangat banyak yang saya dapatkan bukan hanya dari segi agama tapi juga melainkan bisa berbahasa asing juga dan bisa menghargai waktu dan lebih disiplin.

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Kurangnya waktu istirahat.

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: Kalo pesantren kita tinggalnya dipondok kalo sekolah biasanya sekolahnya Cuma setengah hari.

Q: Bagaimana cara anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

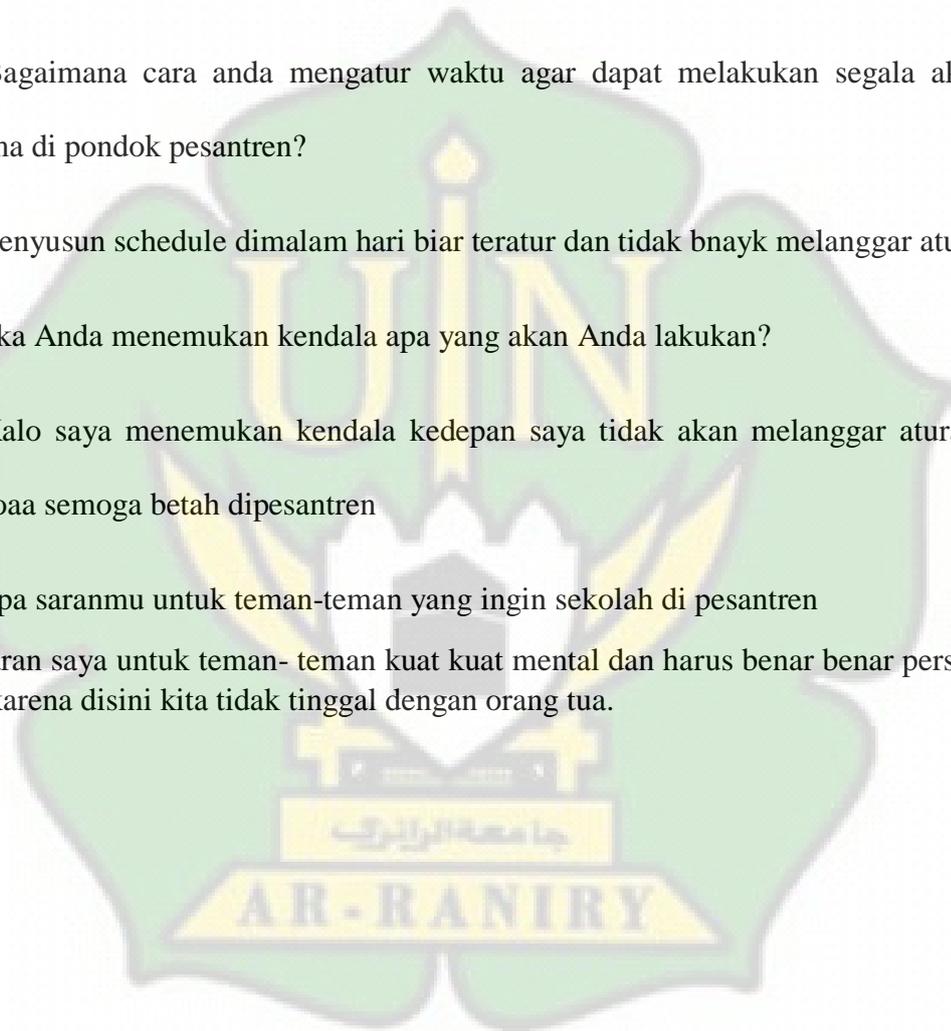
A: menyusun schedule dimalam hari biar teratur dan tidak bnayk melanggar aturan.

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

A: Kalo saya menemukan kendala kedepan saya tidak akan melanggar aturan dan berdoaa semoga betah dipesantren

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren

A: saran saya untuk teman- teman kuat kuat mental dan harus benar benar persiapkan diri karena disini kita tidak tinggal dengan orang tua.



INTERVIEW TRANSCRIPT

Participant 7

Interviewee : BQ

Date of interview : 10 November 2022

Place : MAS Darul Ulum Banda aceh

Q: Apa motivasi anda belajar di pondok pesantren?

A: Sebenarnya tidak ada motivasi khusus, tetapi saya tertarik melihat alumni dari pesantren bukan hanya akhlaknya yang bagus tapi juga pinter berbahasa asing.

Q: Apakah motivasi itu datang dari diri sendiri atau dari luar?

A: Motivasi saya memang berasal dari internal, dari diri sendiri,

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Sangat banyak yang saya dapatkan mulai dari bangun subuh dan juga lebih disiplin waktu dan sholat tepat waktu

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Kurangnya waktu istirahat, lebih banyak belajarnya karena kami juga ada sekolah malam

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: Kelebihan belajar dipesantren itu bahasanya kita sehari hari bisa menggunakan bahasa sing seperti bahasa Inggris dan bahasa Arab dan belajar ilmu agama lebih dalam lagi.

Q: Bagaimana cara anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

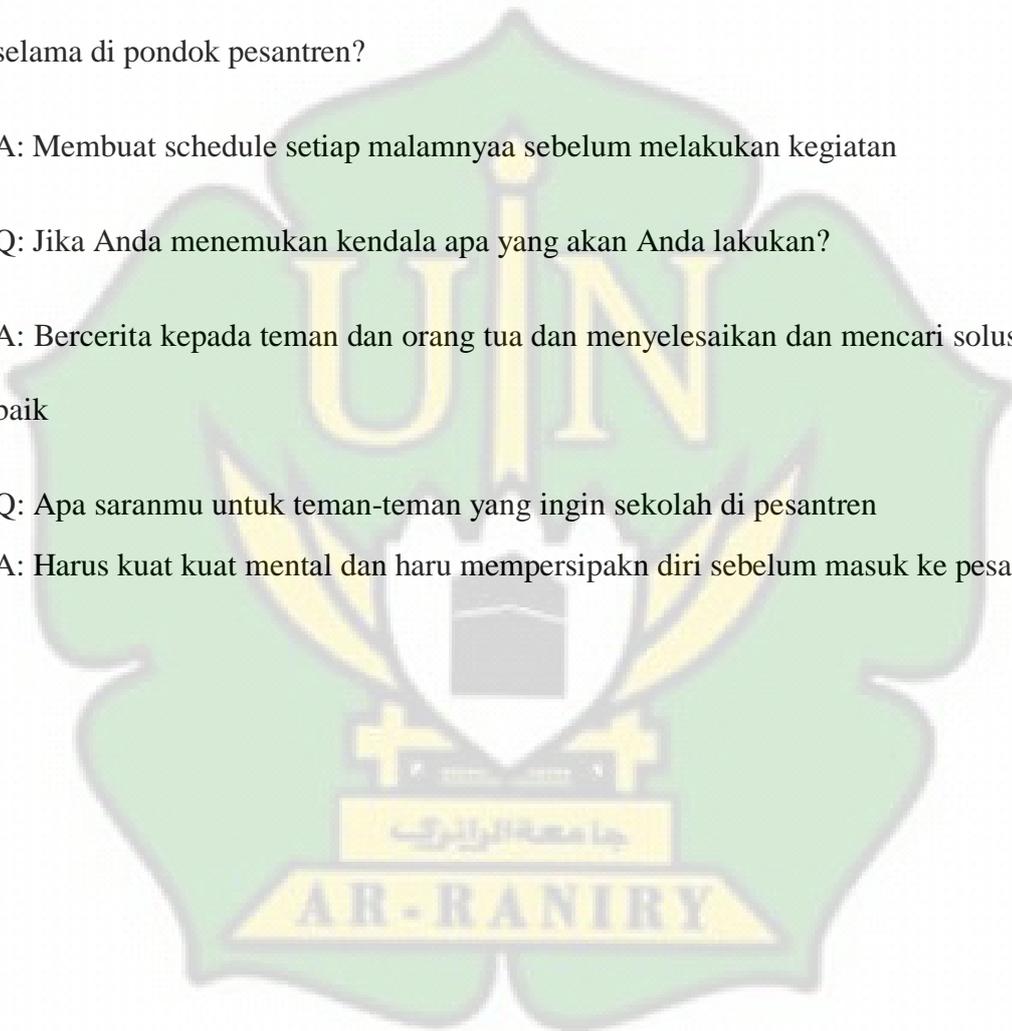
A: Membuat schedule setiap malamnya sebelum melakukan kegiatan

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

A: Bercerita kepada teman dan orang tua dan menyelesaikan dan mencari solusi yang baik

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren

A: Harus kuat kuat mental dan harus mempersiapkan diri sebelum masuk ke pesantren



INTERVIEW TRANSCRIPT

Participant 8

Interviewee : RRW

Date of interview : 11 November 2022

Place : MAS Darul Ulum Banda aceh

Q: Apa motivasi anda belajar di pondok pesantren?

A: saya menganggap sekolah dipesantren itu bisa menambah wawasan saya dan menggali lagi kemampuan saya ayng suka dan ingin bisa berbahasa asing

Q: Apakah motivasi itu datang dari diri sendiri atau dari luar?

A: Motivasi saya memang berasal dari internal, dari diri sendiri karena tujuan saya kedepan setelah lulus dari sekolah ini saya ingin kuliah diluar negeri.

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Tentunya sangat banyak, mulai dari sholat tepat waktu dan berjammaah dan juga bisa berbicara bahasa asing seperti bahasa asingdan juga kitab.

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Kurangnya waktu istirahat, lebu banyak belajarnya karena kami juga ada sekolah malam dan juga kaminada setor vocab dan mufradat disubuh hari jadi itu yang membuat daya kadang kadang terlambat pergi sekolah.

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: Kelebihan dipesantren itu lebih banyak belajarnya karena bukan hanya disekolah di asrama kita juga banyak kegiatan lain dan belajar kitab dan belajar agama.

Q: Bagaimana cara anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

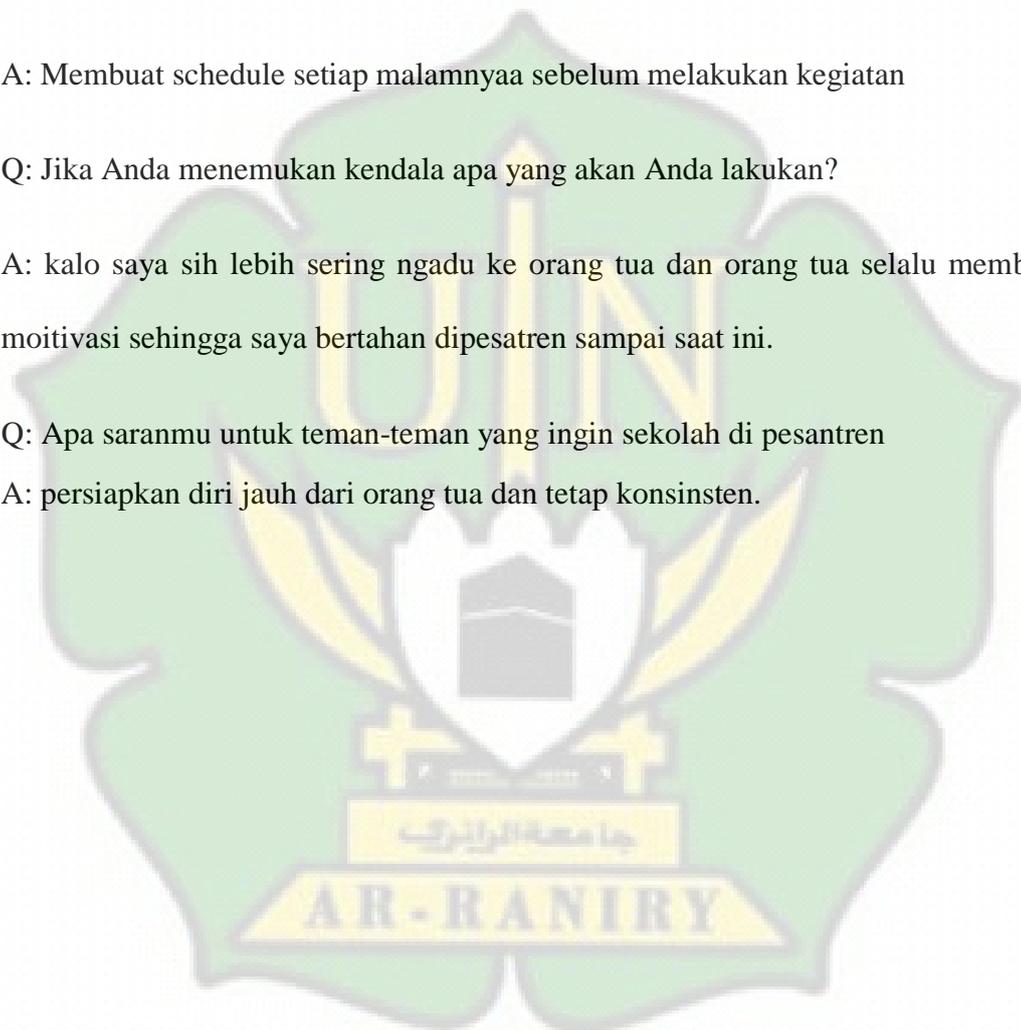
A: Membuat schedule setiap malamnya sebelum melakukan kegiatan

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

A: kalo saya sih lebih sering ngadu ke orang tua dan orang tua selalu memberikan motivasi sehingga saya bertahan dipesantren sampai saat ini.

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren

A: persiapkan diri jauh dari orang tua dan tetap konsisten.



INTERVIEW TRANSCRIPT

Participant 9

Interviewee : MAH

Date of interview : 11 November 2022

Place : MAS Darul Ulum Banda aceh

Q: Apa motivasi anda belajar di pondok pesantren?

A: memilih sekolah dipoesantren bukanlah hal yang mudah bagai saya, tapi karena saya memikirkan masa depan dan menjamin masa depan saya dan terhindar dari pergaulan bebas, akhirnya saya memutuskan untu masuk ke pesantren.

Q: Apakah motivasi itu datang dari diri sendiri atau dari luar?

A: Bicara tentang motivasi awalnya saya melihat abg dan kakak saya alumni dari pesantren jadi saya tertarik masuk pesantren karena juga melihat mereka bisa berbicara dua bahasa.

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Tentunya sangat banyak, mulai dari sholat tepat waktu dan berjammaah dan juga bisa dan lebih disiplin dan mandiri juga .

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Kurangnya waktu istirahat karena selalu belajar dari pagi sampai malam dan ditambah kegiatan ekstra kulikuler lainnya.

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: Kelebihan dipesantren bisa berbicara bahasa asing dan setiap harinya menggunakan bahasa, sedangkan sekolah diluar sangat minim menggunakan bahasa apalagi bisa menggunakan bahasa daerah.

Q: Bagaimana cara anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

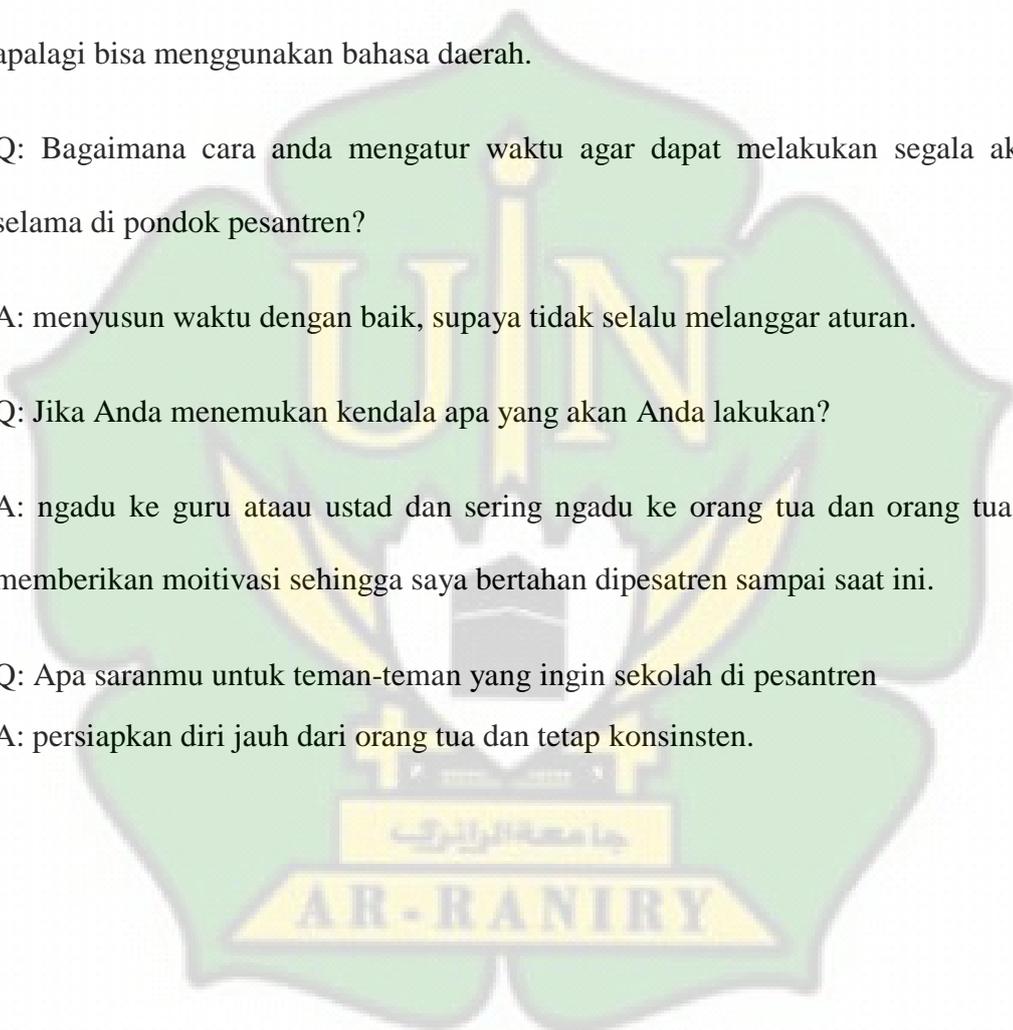
A: menyusun waktu dengan baik, supaya tidak selalu melanggar aturan.

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

A: ngadu ke guru ataa ustad dan sering ngadu ke orang tua dan orang tua selalu memberikan moitivasi sehingga saya bertahan dipesantren sampai saat ini.

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren

A: persiapkan diri jauh dari orang tua dan tetap konsinsten.



INTERVIEW TRANSCRIPT

Participant 10

Interviewee : M

Date of interview : 11 November 2022

Place : MAS Darul Ulum Banda aceh

Q: Apa motivasi anda belajar di pondok pesantren?

A: Untuk motivasi-nya ya berawal dari alumni lulusan dari pesantren yang bisa berbicara bahasa inggris dan bahasa arab dari situlah saya tertarik untuk masuk ke pesantren supaya saya bisa seperti mereka

Q: Apakah motivasi itu datang dari diri sendiri atau dari luar?

A: Motivasi berasal dari diri saya sendiri karena memang kemauan saya bukan dorongan orang tua.

Q: Perubahan apa yang anda rasakan setelah belajar di pondok pesantren?

A: Tentunya sangat banyak, karena setelah dipesantren saya lebih disiplin dan lebih mandiri.

Q: Kendala apa saja yang anda hadapi selama menempuh pendidikan di pondok pesantren?

A: Kurangnya waktu istirahat karena selalu belajar dari pagi sampai malam,

Q: Menurut Anda apa kelebihan belajar di pesantren dibandingkan dengan sekolah biasa?

A: Kelebihan dipesantren bisa berbicara bahasa asing dan setiap harinya menggunakan bahasa, sedangkan sekolah diluar sanagat minim menggunakan bahasa apalagi bisa menggunakan bahasa daerah.

Q: Bagaimana cara anda mengatur waktu agar dapat melakukan segala aktivitas selama di pondok pesantren?

A: menyusun waktu dengan baik, supaya tidak selalu melanggar aturan.

Q: Jika Anda menemukan kendala apa yang akan Anda lakukan?

A: ngadu ke guru ataaau ustad dan sering ngadu ke orang tua dan orang tua selalu memberikan moitivasi sehingga saya bertahan dipesatren sampai saat ini.

Q: Apa saranmu untuk teman-teman yang ingin sekolah di pesantren

A: Persiapkan mental dan persiapkan diri biar betul siap jauh dari orang tua

