Methods of Increasing Learning Motivation among Students

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Abstract

Learning motivation is important in the life of undergraduates for furthering their studies at university. Therefore, this study was carried out to identify factors of improving learning motivation and to determine methodology that could be used by the Faculty of Islamic Studies to improve the learning motivation among the students. By using systematic random sampling, a total of 291 students from the Second and Third year undergraduates were chosen. The data were collected through questionnaires and being analysed using descriptive statistics. The results of this study showed that the methods that could be implemented to improve learning motivation among Islamic Studies students are enhancement of the identified contributing factors namely the students’ personality development, lecturers’ career awareness, choice of peers, students’ spiritual connection with Allah, family’s encouragement, students’ financial aid and learning facilities at university.

Keywords: Learning motivation; learning problems; academic performance; spiritual connection with Allah; Islamic Studies;

1. Introduction

The basis of the word “motivation” comes from a Latin word which means “for moving” (Mahmood Nazar, 2001). In Arabic, motivation is mentioned as al-dawafi’ al-nafsiyyah or spiritual self-encouragement (Najati, 1985). This definition has similarity with ʻAqil (1985) who stated that motivation is the inner encouragement and behavioural guidance based on physiological factors, attitude and ambition to reach something. It is also similar to the viewpoint of Baron (1989) who clearly explained that motivation is the process of inner attraction that encourages, controls and keeps up the behaviour, and the concept of motivation elucidates why one behaves in a particular way. Motivation is always related to the goal to be achieved. In this context, Rotter stated that human behaviour is encouraged by the aspiration to achieve a goal. This self-encouragement is the effect of habitual actions. Human behaviour has to be motivated, and it is motivation that encourages man to make every effort to achieve the greatest success and avoid failure (Ryckman, 2004) whereas according to Zuccolo (2006) motivation is a form of encouragement that makes consistent behaviour clear in order to achieve a goal. Generally, motivation was defined by Ma’rof (2001) as a desire or motive that someone has to behave in a particular way, and the

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encouragement to increase the efforts to do such behaviour. According to Saedah, Zainun and Tunku Mohani (1996) one who has motivation means that he or she has obtained the encouragement and strength to improve himself or herself to attain excellence in life either in this world or in the hereafter or both. From the above discussion, it is clear that motivation in this context means a form of encouragement or inner drive towards the aspiration to improve oneself in attaining a goal or success besides avoiding failure.

Motivation is essential in the aspect of education, especially to carry out the learning process. Azizi (2005) stated that motivation is seen as the main factor that plays an important role in determining a student’s achievement. Besides, motivation is also one of the main factors that could influence students to have self-encouragement and aspiration to perform learning activities. Without motivation, learning process is seen as difficult when in fact it requires effort and diligence to ensure that students can achieve their goals. Indeed, academic performance is the yardstick for students to keep succeeding in their life. Nevertheless, there are various factors such as lack of family’s encouragement, problems of peers, problems of environment and financial constraints which hinder students from success in motivating themselves to keep striving and thus attaining excellence. As a result, there are students who are very quick to get disheartened. Therefore, learning motivation is essential for maintaining students’ academic performance in realizing the desired success based on good strategy and diligence in learning.

1.1. Objectives of the Study

The objectives of this study are:

a. To identify the Faculty of Islamic Studies students’ academic performance.

b. To identify enhancement factors in learning motivation among students of the Faculty of Islamic Studies.

c. To identify methodology in improving learning motivation among students of the Faculty of Islamic Studies.

2. Methodology

2.1 Research Design

This study adopted survey as its research design. A total of 291 students were chosen as samples from the total of 715 students from the Faculty of Islamic Studies. The method of sampling selection was done through a systematic random sampling. The respondents in this study comprise at 291 Second and Third Year students who are in the second semester for the academic session of 2009/2010. 141 (48.5%) respondents were the Second Year students whereas the remaining 150 (51.5%) were the Third Year students. 102 (35.1%) were male respondents and the remaining 189 (64.9%) respondents were female. They represented five departments in the Faculty of Islamic Studies; Shariah, Usuluddin and Philosophy, Arabic Studies and Islamic Civilization, The Quran and Sunnah Studies and Da’wah and Leadership Studies Department. 24.4 percent (17) of the respondents were from Kelantan and followed by Kedah with 33 respondents (11.3%). Indonesian recorded the lowest number of respondents that made up of 0.3 percent. This study used self-administered questionnaires that were constructed based on the research questions and objectives.

2.2 Data Analysis

The data was analyzed quantitatively through descriptive statistics and was presented in the form of percentage, frequency and mean. It was conducted by using SPSS 16.0.

3. Findings and Discussion

3.1. The Faculty of Islamic Studies Students’ Academic Performance

Generally, the respondents’ level of education before entering the Faculty of Islamic Studies, UKM was the Higher School Certificate of Malaysia (STPM – Sijil Tinggi Pelajaran Malaysia) and the Religious Higher School Certificate of Malaysia (STAM – Sijil Tinggi Agama Malaysia). This study found that majority of them (255) were STPM and STAM holders (87.6%). Respondents who had diploma were only 36 (12.4%) individuals.
Overall, the results of this study found that the academic performance of the students from the Islamic Studies Faculty was not satisfactory yet. This can be seen from their CGPA (Cumulative Grade Point Average) of 3.01 to 3.5, obtained by 132 individuals (45.4%). There were only 52 individuals (17.9%) who obtained CGPA of 2.51-3.00 and there were only four individuals (1.4%) who obtained CGPA of 2.10-2.50. Finally there were 32 respondents who choose not to respond because they were reluctant to disclose their CGPA most probably because of their poor results.

3.2. Methods of Increasing Learning Motivation among Students of the Faculty of Islamic Studies

The results showed several methods that could be applied by certain quarters like faculty, department, lecturers and university in order to increase learning motivation among students of the Faculty of Islamic Studies. Among the methods were the students’ personality development, lecturers’ or teaching staffs’ career awareness, choice of peers, spiritual connection with Allah, family’s encouragement, students’ financial aid and learning facilities at university.

3.2.1. Students’ Personality Development

The results of the study showed that 190 respondents (65.3%) admitted that their learning motivation increased if they could control their emotions and feelings whereas 188 (64.6%) admitted that they would be more motivated to learn if they could control their minds. This study found that the mean (4.10) of the item “I will be more motivated when I am able to control my emotions and feelings” was higher than that (3.95) of the item “I will be more motivated when I am able to control my mind”. This shows that the respondents in this study felt that control over emotions and feelings were more important than control over the mind in increasing their learning motivation (Table 1).

The discussion clearly showed that in terms of personality, the respondents in this study were more motivated to learn if they could control their minds, emotions and feelings. For this reason, Faculty of Islamic Studies students need to be given exposure on methods of enhancing their personality especially in terms of building up their self-confidence in addition to knowing how to manage their emotions and minds. This can possibly be done through workshops, seminars, or the mentor-mentee approach.

Table 1. Personality Factor

| No. | Personality Factor                                      | Strongly disagree | Disagree | Not sure | Agree | Strongly agree | Mean  |
|-----|--------------------------------------------------------|-------------------|----------|----------|-------|----------------|-------|
| 1   | I will be more motivated when I am able to control my mind | 2 (0.75%)         | 5 (1.7%) | 47 (16.2%) | 188   | 49 (16.8%)     | 3.95  |
| 2   | I will be more motivated when I am able to control my emotions and feelings | 1 (0.35%)         | 3 (1.0%) | 30 (10.3%) | 190   | 67 (23.0%)     | 4.10  |

3.2.2. Lecturer’s / Teaching Staffs’ Career Awareness

The findings of this study showed that 169 respondents (58.1%) agreed with the item “I am motivated to learn if my lecturers use a lot of verbal communication when delivering their lectures” followed by the item “I am more motivated to learn if my lecturers are easy to be traced, friendly and approachable” with 167 respondents (57.3%). Meanwhile, the majority of the respondents totalling 28 (9.6%) and 31 (10.7%) individuals were not sure of two items which were “I am motivated to learn if my lecturers use teaching aid/ICT in their teaching” and “I am motivated to learn if my lecturers have a great passion for teaching” respectively. The items that obtained the lowest number of respondents were “I am more motivated to learn if my lecturers have made good teaching preparations” and “I am more motivated to learn if my lecturers have a great passion for teaching”, each having only one respondent (0.3%) who agreed with the above-mentioned statements (Table 2).
On average, the highest mean in this section can be seen at the item “I am more motivated to learn if my lecturers are easy to be traced, friendly and approachable” (mean=4.53). Meanwhile, the item that received the lowest number of agreements on average was “I am motivated to learn if my lecturers use teaching aid/ICT in their teaching” (mean=4.16). Overall, majority of the respondents agreed on the seven items discussed in this section as influencing their learning motivation with an average mean of 4.42-4.53. This clearly showed that lecturers’ career awareness were the important factors that would improve the respondents learning motivation.

Therefore, from the aspect of lecturers and teaching staff, among the methods that could be implemented to increase Faculty of Islamic Studies students’ motivation are:

1. Encouraging lecturers to be more approachable and available to students by allocating fixed days and times for appointments. This is to prevent the students from having difficulty to meet the lecturers.
2. Instilling awareness of the need to always motivate students and show great passion in teaching. This can be done inside and outside the classroom.
3. Encouraging lecturers to upgrade their expertise and professionalism and be well-prepared before starting lectures.
4. Encouraging lecturers to have noble akhlaq (The closest English word in terms of meaning for the word “akhlaq” is “morals” (standards of behaviour; principles of right and wrong). Basically, akhlaq can be defined as morals or disposition according to the teachings of Islam) and become role models for students to follow in various aspects that include self-appearance, communication skills and having the knowledge of using today’s technology in their teaching.
5. Instilling awareness of lecturers not to be too serious when delivering their lectures and be more humorous to avoid boredom among students and to maintain students’ motivation.
6. Providing lecturers with suitable training courses and guidance that will make them more IT (Information Technology) literate with the methods of e-learning especially for those who have been identified as lecturers who are weak in ICT.

### 3.2.3. Choice of Peers

The findings of this study showed that 161 respondents (55.3%) agreed on the item “I am more motivated when my friends are also studying” followed by the item “I like to make friends with those who are able to be independent” with 142 respondents (48.8%) and the item “I like to make friends with those who have a great passion for learning” with 133 respondents (45.7%) (Table 3).
Table 3. Peers’ Influence Factor

| No. | Peers’ Influence Factor                                      | Strongly disagree | Disagree | Not sure | Agree | Strongly agree | Mean  |
|-----|--------------------------------------------------------------|-------------------|----------|----------|-------|----------------|-------|
| 1   | I am more motivated when my friends are also studying       | 1                 | 5        | 15       | 161   | 109            | 4.28  |
| 2   | I like to make friends with those who have a great passion for learning | 0.3%              | 1.7%     | 5.2%     | 55.3% | 37.5%         | 4.37  |
| 3   | I like to make friends with those who are able to be independent | 0.3%              | 1.0%     | 3.1%     | 48.8% | 46.7%         | 4.41  |

On average, the mean of the item “I like to make friends with those who are able to be independent” (mean=4.42) was higher than other items. Whereas the item “I am more motivated when my friends are also studying” got the lowest mean, or more specifically, 4.28. This finding clearly showed that the peers’ factor would increase in learning motivation resulting in the respondents to be more motivated to study if their peers were also studying. They would have a great passion for learning as well as independent if they made friends with these types. This shows that the learning environment is essential for increasing the motivation to learn.

The results of this study also showed that there is a need at both the faculty and department level to instill awareness of appreciating peers among the Faculty of Islamic Studies undergraduate students. This is very important as peers who they choose as friends will encourage them to do well and will be able to motivate them towards the excellence of their academic performance. This is in accordance with the Islamic teachings which put great emphasis on choosing good friends in the efforts to become good human beings. This is elucidated in a hadith (A report of) the sayings or actions of Prophet Muhammad or his companions, together with the tradition of its chain of transmission) of Rasulullah s.a.w.:

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عن أبي هريرة أن النبي صلى الله عليه وسلم قال على دين خليطلاً في دين يحكمه من يحكَّم
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From Abu Hurairah r.a., Rasulullah s.a.w. said: A person is in accordance with his friend’s religion, so one must be scrupulous in determining who is suitable for being his friend. (Hadith narrated by Abu Daud, Kitab al-Adab*, bab man yu’mar an yujalis*)

* Al-adab - Etiquette according to the teachings of Islam
* Kitab al-Adab - The book of al-Adab. This term also means “The book on al-Adab. Refer to the definition of al-Adab above
* Bab man yu’mar an yujalis - The chapter (in a book) that deals with the types of person/people that should be our companion/s. Companions of this kind have noble qualities and characteristics.

3.2.4. Students’ Spiritual Connection with Allah

The results of this study showed that 170 respondents (58.4%) agreed on the item “I am more motivated to learn because I always recite the Quran” followed by 164 (56.4%) who agreed on the item “I am always motivated to learn because I always observe the 5 daily prayers (solah)” (A kind of prayer performed according to Islam. A solah performed consists of a prescribed sequence of actions with utterances comprising Quranic verses and words of supplication), whereas 151 (51.9%) and 143 (49.1%) agreed on the items “[I am more motivated to learn because I perform the solat hajat (The Arabic term for a type of solah performed in which the person performing this solah is asking Allah to fulfil his or her wish/wishes)/Qiyam al-lail (Late-night solah after waking up during the night. This term literally means the awakening of a person during the night)” and “[I am more motivated to learn by making tawakkal (The relying upon Allah with absolute concentration, devotion and submission) to Allah” respectively (Table 4).
Table 4. Spiritual Connection with Allah

| No. | Spiritual Connection with Allah | Strongly disagree | Disagree | Not sure | Agree | Strongly agree | Mean |
|-----|--------------------------------|-------------------|----------|----------|-------|---------------|------|
| 1   | I am always motivated to learn because I always observe the 5 daily prayers (solah) | 0% | 2% | 21% | 164% | 104% | 4.27 |
| 2   | I am more motivated to learn because I perform the solat hajat/Qiyam al-lail | 0.3% | 3.8% | 24.1% | 51.9% | 19.9% | 3.87 |
| 3   | I am more motivated to learn because I always recite the Quran | 0% | 1% | 12.0% | 58.4% | 28.5% | 4.14 |
| 4   | I am more motivated to learn by making tawakkal to Allah s.w.t. | 0% | 3% | 7.9% | 49.1% | 42.6% | 4.34 |

Based on Table 4, the item that obtained the highest mean value was “I am always motivated to learn because I always observe the 5 daily prayers (solah)” (mean=4.27). Meanwhile, the item that obtained the lowest mean value was “I am more motivated to learn because I perform the solat hajat /Qiyam al-lail” (mean=3.87). Overall, the majority of the respondents agreed that the factor of high spiritual connection with Allah s.w.t. contributed towards the increase in the learning motivation of the students of the Faculty of Islamic Studies.

These findings could further be corroborated by the discovery of the students’ habitual practice. The results of this study showed that 52 respondents (17.8%) performed the solat hajat or qiyam al-lail once or twice a week, followed by 55 respondents (18.9%) who performed the solat hajat or qiyam al-lail three to four times a week, and eight respondents (2.7%) who performed the solat hajat or qiyam al-lail five to six times a week. Nevertheless, it was found that 15 respondents (5.1%) frequently performed the solat hajat every week, which was done at least seven times. Although there were respondents who did not perform the solat hajat or qiyam al-lail in a week, the majority of the respondents in this study performed it one to seven times a week. This clearly shows that the solat hajat or qiyam al-lail was a religious practice that was often done by the respondents of the Faculty of Islamic Studies (Table 5).

Table 5. Solat Hajat / Qiyam al-lail

| Bil. | Frequency | Percentage |
|------|-----------|------------|
| Nil (0 times) | 52 | 17.8 |
| 1-2 times | 161 | 55.3 |
| 3-4 times | 55 | 18.9 |
| 5-6 times | 8 | 2.7 |
| 7 times and above | 15 | 5.1 |
| Total | 291 | 100.0 |

This study also found that 213 respondents (73.1%) recited the Quran once to twice a day, followed by 41 respondents (14.1%) who recited the Quran three to four times a day and only seven respondents (2.4%) frequently recited the Quran everyday, or more specifically, seven times and above. This shows that the majority of the respondents in this study made a practice of reciting the Quran even once or twice a day (Table 6).

Table 6. The Practice of Reciting the Quran

| No. | Frequency | Percentage |
|-----|-----------|------------|
| Not done at all | 8 | 2.7 |
| 1-2 times | 213 | 73.1 |
| 3-4 times | 41 | 14.1 |
| 5-6 times | 22 | 7.5 |
| 7 times and above | 7 | 2.4 |
| Total | 291 | 100.0 |

Regarding the practice of performing the rawatib solah (non-obligatory but recommended solah that is performed before or after each of the 5 daily obligatory solah), the results of this study found that most respondents totalling 128 individuals (43.9%) performed the rawatib solah once to twice a day, followed by 106 respondents (36.4%) who did not perform the rawatib solah at all in a day and it was found that only three respondents (1.0%) frequently performed it everyday, or more specifically, eight times and above in a day. This shows that this habitual
practice was also a common practice in the respondents’ life even though there were respondents who did not perform it at all (Table 7).

Table 7. Performing the Rawatib Solah

| No.             | Frequency | Percentage |
|-----------------|-----------|------------|
| Not done at all | 106       | 36.4       |
| 1-2 times       | 128       | 43.9       |
| 3-4 times       | 33        | 11.3       |
| 5-7 times       | 21        | 7.2        |
| 8 times and above | 3   | 1.0        |
| Total           | 291       | 100.0      |

The results of this study showed that 156 respondents (53.6%) performed congregational solah once to twice a day, followed by 86 respondents (29.5%) who did not perform congregational solah in a day at all, and 39 respondents (13.4%) who performed congregational solah three to four times a day. However, it was found that 10 respondents (3.4%) frequently performed congregational solah in a day, or more specifically, five times a day. This shows that only 3.4 percent of the respondents representing the undergraduates of the Faculty of Islamic Studies in this study were consistent in congregational solah at each obligatory solah time everyday. Even though the number of respondents who were consistent in congregational solah was small, the majority of the respondents in this study performed congregational solah 1 to 5 times a day (Table 8).

Table 8. Performing Congregational Solah

| No.             | Frequency | Percentage |
|-----------------|-----------|------------|
| Not done at all | 86        | 29.5       |
| 1-2 times       | 156       | 53.6       |
| 3-4 times       | 39        | 13.4       |
| 5 times         | 10        | 3.4        |
| Total           | 291       | 100.0      |

The findings showed that most respondents comprising 191 individuals (65.6%) made muhasabah (Taking stock of what one has done in a repentant manner) once to twice a day, followed by 54 respondents (18.4%) who frequently made muhasabah in a day, or more specifically, five to seven times a day. Respondents who made muhasabah three to four times and those who did not make muhasabah at all were the same in terms of numbers with 23 respondents (7.9%) respectively. This shows that the majority of the respondents in this study made a practice of making muhasabah 1-7 times a day (Table 9).

Table 9. Making Muhasabah Everyday

| No.             | Frequency | Percentage |
|-----------------|-----------|------------|
| Not done at all | 23        | 7.9        |
| 1-2 times       | 191       | 65.6       |
| 3-4 times       | 23        | 7.9        |
| 5-7 times       | 54        | 18.4       |
| Total           | 291       | 100.0      |

The results of this study showed that factors of spiritual connection with Allah s.w.t. such as performing the five daily solah, reciting the Quran, performing the qiyam al-lail or solat hajat and making tawakkal to Allah were the factors that could increase the respondents’ learning motivation. For this reason, among the methods that could be done to achieve the aspiration to increase motivation among students of the Faculty of Islamic Studies are:

1. Instilling awareness of strong spiritual connection with Allah in the students of the Faculty of Islamic Studies so that it could increase their learning motivation. Therefore, they are encouraged to increase their ibadah (worship) and good deeds besides refraining themselves from having despicable qualities and from doing sinful things.
2. Emphasizing on the strong connection with Allah to the faculty, department or students’ societies as the foundational support for excellence in a student’s academic field. This can be done through campaigns meant for increasing ibadah or motivational talks based on Islamic teachings.
3.2.5. Family’s Encouragement

The other aspect in increasing learning motivation is family’s encouragement. This study found that 53.9% (157) of the respondents’ families gave them support and encouragement in achieving success. Furthermore, 53.6% (156) of the respondents strongly agreed by stating that their learning motivation would increase if they received support and encouragement from their families. Yet only 39.9% (116) of the respondents in this study explained that their learning motivation increased when they lived together with their families. All in all the fact of living together with family is not the main factor that will increase student’s learning motivation. Instead, what is more important for a student is getting support and encouragement from his or her family. This statement has been proven and it is shown in Table 10.

Table 10. Family Factor

| No. | Family Factor                                                                 | Strongly disagree | Disagree | Not sure | Agree | Strongly agree | Mean  |
|-----|-------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|-------|
| 1   | I am more motivated when receiving support and encouragement from my family  | 0                 | 1        | 8       | 126   | 156            | 4.50  |
|     |                                                                               | 0.0%              | 0.3%     | 2.7%    | 43.3% | 53.6%          |       |
| 2   | I am more motivated when living together with my family                       | 1                 | 21       | 87      | 116   | 66             | 3.77  |
|     |                                                                               | 0.3%              | 7.2%     | 29.9%   | 39.9% | 22.7%          |       |
| 3   | My family always gives me support and encouragement to achieve excellent success| 0                 | 1        | 12      | 121   | 157            | 4.49  |
|     |                                                                               | 0.0%              | 0.3%     | 4.1%    | 41.6% | 53.9%          |       |

Based on the findings, it is proposed that some of the methods to be implemented to increase learning motivation from the family’s aspect should be:

1. Instilling awareness of good relationship with families as their families are the foundational support for their academic success.
2. Instilling awareness of getting support so that they go and consult counsellors or mentors if they have family problems to avoid declining learning motivation.

3.2.6. Students’ Finance

The results of this study found that 50.9% (148) of the respondents agreed that they could study better with sufficient financial sources. That means financial problems could be one of the reasons why students lose out motivation and cause them not to study hard (Table 11).

Table 11. Financial Factor

| No. | Financial Factor                             | Strongly disagree | Disagree | Not sure | Agree | Strongly agree | Mean  |
|-----|---------------------------------------------|-------------------|----------|---------|-------|----------------|-------|
| 1   | I can study well due to sufficient financial sources | 5                 | 35       | 56      | 148   | 47             |       |
|     |                                             | 1.7%              | 12.0%    | 19.2%   | 50.9% | 16.2%          |       |

Therefore, in the efforts to increase the Faculty of Islamic Studies students’ learning motivation, some measures with regards to financial factor have to be taken, among which are:

1. The university, faculty and department have to identify individuals who do not receive financial aid by giving them explanations on how to get sponsorship and loans.
2. The university, faculty and department have to expose students to financial sources from which the students can get sponsorship and loans, for example MARA, JPA, PTPTN and others.
3.2.7. Learning Facilities at University

The findings showed that 56.0% (163) of the respondents stated that their learning motivation increased if the faculty could provide spacious and comfortable tutorial rooms whereas 55.7% (162) of the respondents stated that their learning motivation increased if the faculty could provide efficient maintenance of language laboratories. Meanwhile, 55.0% (160) of the respondents explained that their learning motivation increased if the library could provide quality service (Table 12).

| No. | Learning Facilities Factor                                                                 | Strongly disagree | Disagree | Not sure | Agree | Strongly agree | Mean  |
|-----|------------------------------------------------------------------------------------------|-------------------|----------|----------|-------|----------------|-------|
| 1   | Facilities for conducive learning infrastructure that can increase learning motivation    | 1                 | 4        | 3        | 0     | 162            | 4.34  |
| 2   | Facilities for libraries that provide quality service causing me to be more motivated to learn | 0                 | 1        | 4        | 10    | 123            | 4.26  |
| 3   | Conducive lecture halls causing me to be more motivated to learn                          | 0                 | 1        | 3        | 17    | 91             | 4.14  |
| 4   | Spacious and comfortable tutorial rooms causing me to be more motivated to learn          | 0                 | 1        | 3        | 14    | 66             | 3.97  |
| 5   | Efficient maintenance of language labs causing me to be more motivated to learn           | 0                 | 1        | 3        | 14    | 66             | 3.97  |
| 6   | Systematic service of the faculty’s resource room on the 5th floor causing me to be more motivated to learn | 0                 | 1        | 3        | 14    | 66             | 3.97  |
| 7   | The providing of LCD (Liquid Crystal Display) projectors and laptops in lecture halls and tutorial rooms causing me to be more motivated to learn | 0                 | 1        | 3        | 14    | 66             | 3.97  |
| 8   | Easily accessible Internet facilities around the faculty area causing me to be more motivated to learn | 0                 | 1        | 3        | 14    | 66             | 3.97  |

The findings based on the mean showed that among the factors that gave learning motivation to respondents in this study were the facilities for conducive learning infrastructure (mean=4.34) followed by library facilities that provide quality service (mean=4.26) and conducive lecture halls (mean=4.14). These findings generally showed that aspects of learning facilities at university also give a great impact to learning motivation, and thus increasing it. Among the facilities which are the students’ concerns are spacious tutorial rooms, efficient maintenance of language laboratories, libraries that could provide quality service and lecture halls that conducive to learning. From these findings, there are methods that could be identified and can be done by the faculty and the university especially to increase the Faculty of Islamic Studies students’ learning motivation. Among the methods are:

1. Providing more comfortable and spacious tutorial rooms as compared to the existing ones.
2. Providing facilities like having more sophisticated language laboratories as the state-of-the-art infrastructure should be taken into consideration. This method should be given a proper attention as it has been proven by Zakaria et al. (2010) in their research that they did on 517 respondents with regards to the trend of Islamic Studies. Zakaria et al. (2010) found that there was a need to increase in the number of laboratories equipped with the state-of-the-art facilities. They also found that the undergraduate students’ viewpoint on learning with such sophisticated laboratories had a low mean value which was 3.37.
3. Providing more conducive lecture halls in which lecturers could easily use computers equipped with wi-fi as teaching-aided tools for presenting slides in the form of Power Point presentation and being able to access the Internet and so on.
4. Adding more books and reference materials in the Faculty of Islamic Studies library in order for students to have easy reference. It is important for this method to be implemented because the research done by Zakaria et al. (2010) found that lecturers acknowledging sufficient and suitable reference materials had a low mean value, or more specifically, 3.32.
4. Conclusion

Overall, motivation in learning has to be the greatest concern for every student. Motivation should be able to motivate students to strive hard to pursue for their academic excellence. Without high motivation in learning, students face various learning challenges such as lack of interest to succeed, easily feel discouraged without wanting to take challenges, and learn only for the sake of obtaining a university’s degree without striving for academic excellence. Through this study, factors that influenced students’ motivation were determined. Among them are students’ personality, lecturers’ career awareness, choice of peers, students’ spiritual connection with Allah, family’s encouragement, students’ finances and learning facilities at the university. Indeed this study found several methods that could be done to increase the undergraduate students’ learning motivation at the Faculty of Islamic Studies which are the enhancement of the aforementioned factors.

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