Way of Life: Students' Motivation Towards Learning the Quran and Hadith in Malaysia

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Abstract

The motivation of students in studying the Quran and Hadith is crucial for their active involvement and comprehension of these fundamental writings in Islam. Nevertheless, there is a significant deficiency of study about the determinants of motivation, specifically within the educational framework of Malaysia. This study seeks to examine the motivation levels of university students in Malaysia in regards to their interest in learning the Quran and Hadith. The study specifically focuses on exploring potential disparities in motivation levels between genders. Utilising well-established motivational theories, a research methodology based on surveys will be used to evaluate several elements that impact motivation, such as personal interest, religious conviction, perceived relevance, and perceived competence. A total of 427 questionnaires will be electronically delivered to students from various educational levels and backgrounds using random sampling. This method will guarantee the confidentiality and anonymity of the responses. The data analysis will encompass reliability testing, descriptive analysis, and T-tests to investigate gender disparities, utilising the SPSS 2.6 programme. The findings suggest that university students exhibit elevated levels of motivation, and there are no notable disparities between male and female students.

Keywords: *Islamic Studies, Quran and Hadith, Students' Motivation, Islamic Educat, Islamic Development Management*

INTRODUCTION

Learning the contents of the Quran and Hadith is crucial for providing guidance in leading a righteous Islamic lifestyle. The writings offer extensive instruction and fundamental ideas that influence ethical behaviour, spiritual development, and everyday routines (Ebrahimi, M., 2017). Their services encompass counsel on ethical conduct, social equity, personal growth, and the veneration of a divine being. Through the study of the Quran and Hadith, individuals acquire a more profound comprehension of their religious beliefs, foster a more robust bond with their Creator, and discover guidance in making life choices that are in accordance with Islamic principles. This understanding promotes a well-rounded, intentional, and satisfying existence, based on spiritual and moral uprightness (Hamid, A. W., 1989).

The motivation of pupils in studying the Quran and Hadith is essential for their active involvement and comprehension of these sacred texts. The fluctuating levels of motivation among students present a substantial obstacle in the field of Islamic education, despite its crucial significance. Various factors, including individual interests, instructional approaches, curriculum development, and the learning environment, all impact student motivation. Nevertheless, there is a scarcity of research regarding the precise influence of these elements on motivation within various educational environments, such as traditional madrasas, modern Islamic institutions, and secular universities (Nawas, A., 2023).

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The topic of students' motivation in Malaysia about the study of the Quran and Hadith is an important subject that requires a comprehensive understanding of the reasons that motivate them and the tactics they use for learning. Through the synthesis of relevant sources, we may delve into the complexities of student motivation in the context of Islamic education. It is crucial to comprehend the impact of different instructional techniques and learning strategies on students' motivation in order to enhance their involvement and academic achievement (Rocher, 2018). Studies have explored the relationship between active learning practices, academic self-efficacy, and attitudes towards learning, highlighting the importance of self-efficacy and active learning in fostering motivation. In addition, a study utilised a quasi-experimental approach to evaluate students' motivation in relation to science education. The study emphasised the significance of self-efficacy, active learning practices, and creating a stimulating learning environment in enhancing motivation (Siew & Mapeala, 2017).

Furthermore, a study examining the ingenuity of Quran and Hadith instructors in tackling students' educational obstacles The study conducted by Julhadi et al. (2022) examines the challenges that students have in reading, writing, memorisation, and understanding. Additionally, it explores the innovative approaches employed by teachers to overcome these difficulties. In addition, a conversation on the advancement of a research-based learning method to improve Quran interpretation in higher education emphasised the need for creative teaching methods to boost student involvement and academic achievements (Barni, 2022).

These studies highlight the significance of using creative and student-focused approaches to enhance motivation and address challenges in Quran and Hadith education. A recent study investigated the use of audiovisual media in teaching Quran and Hadith to enhance students' understanding of concepts and their religious attitudes. The study found that multimedia approaches were effective in improving student learning outcomes and motivation (Annas & Permana, 2022). A recent study conducted by Rahmiati et al. (2021) examined the development of a social enquiry model for Quran and Hadith learning. The study highlighted the significance of problem-solving abilities and active engagement in enhancing student motivation and understanding. These studies emphasise the importance of incorporating various instructional approaches and technologies to improve student motivation and learning outcomes in Quran and Hadith education. Furthermore, a study on the motivational progression of Tahfiz students in acquiring English as a second language emphasised the need of comprehending motivational elements in educational environments (Abdullah et al., 2022). A further investigation examined the utilisation of customised learning modules to augment motivational elements, demonstrating the favourable influence of personalised methodologies on student motivation in the process of acquiring knowledge (Samah et al., 2014). These studies emphasise the significance of tailored and learner-focused methods in promoting motivation and involvement in educational settings. Ultimately, the matter of students' motivation to learn the Quran and Hadith in Malaysia involves a range of issues, including self-efficacy, active learning tactics, teaching inventiveness, and the utilisation of novel teaching methods. Through careful consideration of these characteristics and thorough exploration of various teaching styles, educators may create stimulating and efficient learning environments that bolster student motivation and academic success in Quran and Hadith study. This study seeks to examine the motivation levels of university students in Malaysia about their engagement with the Quran and Hadith, with a specific emphasis on gender disparities. These findings offer valuable insights that can be utilised to inform educational policies and practices aimed at enhancing student engagement and achievement in Quranic and Hadith studies in Malaysia. This will enhance comprehension of kids' motivation towards religious instruction.

LITERATURE REVIEW

The level of student motivation in learning Islamic education plays a vital role in determining the efficacy of Islamic education courses (Zabidi et al., 2022). The role of motivation is crucial in improving students' academic performance in the field of Islamic education (Fasya et al., 2022). Within the framework of the Fourth Industrial Revolution, students are urged to maintain their motivation and utilise technology breakthroughs to improve their learning experiences in Islamic education (Saputra & Azizah, 2023).

Moreover, Amin et al. (2021) have highlighted parental communication as a determinant that can enhance students' motivation in acquiring knowledge in Islamic religious education. Furthermore, the impact of learning motivation on the results of Islamic education learning has been emphasised, suggesting that students with high motivation are more likely to attain superior outcomes compared to those with low motivation (Rafida & Idayani, 2021).

Amin et al. (2022) found that there is a strong correlation between the religious character, perseverance, and learning motivation of students in Islamic education disciplines. This highlights the crucial role these elements play in the learning process. Islamic-based education is widely acknowledged as a crucial factor in fostering moral development and instilling values. It also serves as a catalyst for students to actively participate in endeavours like investing in Sharia-compliant stocks (Kholmi & Oktavendi, 2022). Several pedagogical approaches and tactics have been examined to augment student motivation in the acquisition of Islamic education. The Student Team Achievement Division (STAD) technique has been utilised to enhance motivation in studying the history of Islamic culture. The objective is to cultivate wisdom, shape students' attitudes, and develop their personalities (Insani, 2023).

Ritonga et al. (2022) suggest using blended learning methodologies to enhance student motivation and develop interesting learning environments for future Islamic teachers. The enhancement of motivation in Arabic and Islamic learning has been associated with collaborative endeavours that involve several stakeholders (Lorenza, 2022). The BTL model is a methodical way to teaching Islamic Religious Education teachings, with a focus on fostering students' comprehension, beliefs, devotion, and character development through guided activities (Saputra et al., 2021).

Exploring the learning styles of students and how they influence motivation has garnered significant attention, highlighting the importance of customising educational methods to suit individual preferences (Zubaedi et al., 2021). Moreover, the significance of emotional intelligence and motivation in shaping learning outcomes in Islamic Religious Education has been recognised, emphasising the comprehensive objectives of Islamic education (Hayati et al., 2022).

Teachers have a vital role in inspiring pupils to engage in the study of Islamic education. The importance of teachers as motivators has been highlighted, especially in tackling obstacles such as students' struggles in comprehending the information as a result of conventional teaching approaches (Rianawati et al., 2020). The utilisation of innovative techniques such as the mind map method has demonstrated its ability to improve students' focus and enthusiasm when studying subjects such as Islamic History (Hidayati & Subur, 2023).

Nevertheless, problems in Islamic education learning have been highlighted, including low student motivation, challenges in Quranic recitation, and budgetary restraints (Huda & Fattah, 2021). A study conducted by Ahmad (2021) has examined the influence of the learning environment and motivation on the effectiveness of learning in Islamic education. The findings of the study have revealed noteworthy positive effects on student results.

Furthermore, there is a connection between the socioeconomic position of parents and the motivation of pupils in learning Islamic education and mathematics. This suggests that there is a correlation between economic considerations and educational motivation (Zaitun, 2022). The educational ideas of Al-Ghazali have been discovered to be applicable in influencing Islamic education in the millennial period. They highlight the significance of adapting the curriculum and fostering student growth in educational environments (Gunawan & Lestari, 2021).

Moreover, researchers Pratomo and Kuswati (2022) have examined the impact of teacher motivation on student accomplishment in Islamic schools. Their findings emphasise the crucial role of teacher motivation in affecting learning outcomes. The study by Aminah (2020) examined the proficiency of lecturers and its influence on student motivation and interest in Islamic religious subjects. The research highlighted the importance of having educators who are both engaging and well-informed. Moreover, the administration of traditional Islamic education has been acknowledged for its efficacy in cultivating students' religious devotion, memorisation of the Quran, linguistic abilities, and life skills (Karisma et al., 2019).

Novel methodologies, such as game-based learning, have been devised to augment student motivation in studying Islamic subjects. These approaches utilise technology to include students in the history and teachings of Islam (Yusoff et al., 2020). The promotion of multicultural perspectives in Islamic education aims to foster mutual understanding, respect, and nonviolent conflict resolution among students from different backgrounds (Baba et al., 2021). The implementation of Islamic character-based education has been suggested as a strategy to enhance students' learning experiences and achievements, with a focus on incorporating Islamic principles into educational methodologies (Susanto, 2017).

Student motivation in studying Islamic education is a complex subject that encompasses multiple elements, including teaching techniques, parental engagement, instructor motivation, and the learning environment. Through the consideration of these variables and the implementation of inventive tactics, educators can augment student involvement, attainment, and total educational encounters in the realm of Islamic education.

The motivation of students in learning the Quran and Hadith is a multifaceted domain that is influenced by several elements that affect the level of students' involvement and dedication to memorising and comprehending these revered books. Studies have shown that there is a direct relationship between students' capacity to memorise the Quran and their academic achievement at Islamic boarding schools. This suggests that being skilled in memorisation can improve overall learning results. Novebri and Dewi (2020).

Moreover, the utilisation of e-learning platforms has been acknowledged as advantageous in enhancing the educational experience of Madrasah students who are studying the Quran and Hadith. This highlights the significance of incorporating technology to enhance motivation and involvement (Anam & Rusydiyah, 2021). The ingenuity of Quran and Hadith instructors is crucial in tackling students' learning obstacles and fostering a more profound understanding of the texts, emphasising the importance of inventive pedagogical approaches in maintaining student motivation (Julhadi et al., 2022). Moreover, studies on student motivation in Quranic memorisation in Islamic secondary schools have emphasised the significant impact of parents, teachers, and self-motivation on students' commitment to memorise the Quran (Abdullah et al., 2021).

Research has demonstrated that implementing strategies to boost the motivation of Tahfidz Al-Quran students can lead to heightened excitement and dedication towards memorising the Quran. This highlights the need of employing personalised methods that respond to the specific needs of each student (Anoum et al., 2022). A study conducted in Padang, Indonesia, revealed 10 primary motivational elements that drive students in Quran memorisation. These variables include desires to become theologians, hafidz (those who have memorised the Quran), and Quran teachers. The study highlights the different motives underlying Quranic studies (Mutathahirin et al., 2022).

Suggestions for establishing a structure for the implementation of adaptive gamification The utilisation of learning analytics in Quranic memorisation has been proposed as a means to improve motivation and engagement by providing interactive and personalised learning experiences (Hassan et al., 2022). The importance of instructors' instructional tactics in fostering peer acceptance and inclusive ideals in Madrasas has been recognised as a vital element in establishing a favourable learning environment for Quran and Hadith studies (Kurniawati & Mariyam, 2022).

The development of questionnaires for evaluating learning motivation in Quran reading has yielded valuable insights into the inherent variables that influence students' dedication to Quranic studies, highlighting the significance of autonomy and competence in Quran learning (Hanafi et al., 2021). Moreover, there has been a proposal to investigate the use of persuasive technology from an Islamic standpoint in order to improve students' involvement with Quranic teachings. This can be achieved by integrating technical breakthroughs with concepts and methods taken from the Quran and Hadith, as stated by Bawazir (2019).

An analysis of the socio-genetic motivations underlying fatwas pertaining to COVID-19, drawing from Quranic and Hadith principles, has provided insight into the contextual elements that influence religious rulings and their effects on social conduct (Fuqohak & Amiruddin, 2021).

Ultimately, the motivation of students in learning the Quran and Hadith is influenced by a blend of internal and external elements, such as personal ambitions, innovative teaching methods, technological advancements,

and societal circumstances. To boost student involvement, dedication, and overall performance in Quranic and Hadith studies, instructors can address several issues and customise teaching methodologies to match the particular needs of students. Based on the debate, below is the conceptual framework:
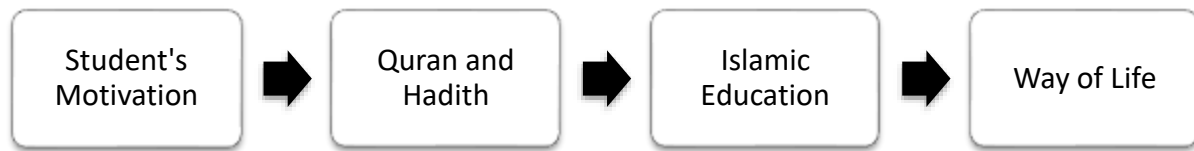

Figure 1: Conceptual Framework

The study's conceptual framework, as depicted in Figure 1, demonstrates the connection between students' motivation and their general way of life. This connection is influenced by Quranic and Hadith instruction within the Islamic education system. The framework highlights the influence of students' motivation, which is influenced by both internal and external influences, on their engagement with the Quran and Hadith, the main sources of Islamic knowledge. The broader framework of Islamic education, encompassing curriculum, teaching techniques, and institutional support, further influences this interaction.

In essence, the framework suggests that a strong drive and successful Islamic education result in adopting a lifestyle that adheres to Islamic principles, influencing ethical conduct, spiritual development, social relationships, and one's general perspective on the world. Therefore, every individual stage is vital in guaranteeing that religious education leads to significant and applicable transformations in the lives of pupils.

Based on the preceding discussion, this study will evaluate two assumptions as outlined below.:

H₁: University students in Malaysia exhibit high levels of motivation towards learning the Quran and Hadith.

H₂: There is no significant difference in motivation levels between male and female students towards learning the Quran and Hadith.

METHODOLOGY

A survey-based study design will be used to investigate the motivation levels of students in Malaysia towards learning the Quran and Hadith, with a specific focus on gender disparities. The survey instrument will be created to evaluate many motivational elements, including personal interest, religious conviction, perceived significance, and perceived skill in the study of Quranic and Hadith texts. The survey items will be modified from established validated scales and customised to suit the specific circumstances in Malaysia.

The study will employ a random sample technique, specifically utilising the Krejci and Morgan (1970) method, to distribute 427 questionnaires to students from different universities in Malaysia. The sample will be divided into strata to guarantee inclusion of participants from primary, secondary, and postsecondary education levels. Efforts will be made to include people from diverse backgrounds, including urban and rural areas, as well as different socioeconomic levels, within each educational level.

The data collection process will be carried out using electronic means, wherein participants will be required to complete the survey online. The survey will be disseminated to students either via email or university platforms, guaranteeing the preservation of confidentiality and anonymity of the results. Before participating, participants will get a detailed explanation of the study's objective and will be required to provide informed consent.

After the data collection is finished, the acquired data will be subjected to comprehensive analysis using SPSS 2.6 software. Reliability testing will be performed using Cronbach's alpha to verify the internal consistency of the survey instrument. The distribution and features of motivational factors across different educational levels will be examined using descriptive analysis. This analysis aims to offer insights into the diverse levels of motivation exhibited by students at different phases of their academic progression.

Moreover, a T-test will be employed to investigate gender disparities in motivation among male and female students. This statistical study will enable the detection of any substantial disparities in motivational factors

between genders, yielding useful insights on potential gender-specific educational requirements and preferences.

Essentially, this thorough approach seeks to offer a detailed comprehension of student motivation in Malaysia when it comes to learning the Quran and Hadith. It takes into account educational levels and gender differences. The study aims to analyse the complex relationship between motivational elements in order to provide insights for educational policies and practices that can improve student engagement and accomplishment in Quranic and Hadith studies in different educational environments in Malaysia.

RISULT / FINDING

Table 1: Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.898	.914	15

The dependability data were examined to evaluate the trustworthiness of the scale used to measure the motivation of university students in Malaysia towards learning the Quran and Hadith. The Cronbach's Alpha coefficient obtained, which is .898 (.914 when calculated with standardised items), indicates a high level of internal consistency among the scale items. This indicates that the elements inside the scale consistently assess the same fundamental concept of desire towards studying the Quran and Hadith.

The strong internal consistency, as indicated by the Cronbach's Alpha coefficient, meets the criteria suggested by Kennedy, I. (2022), which states that a value of 0.7 or above signifies acceptable dependability. Hence, the scale's exceptional reliability highlights its legitimacy and dependability in accurately measuring students' levels of desire. This discovery strengthens the trustworthiness of the study's results and guarantees the readers that the scale is dependable in evaluating the specific concept being studied.

Table 2: Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Level
1. I work hard to study learning the Qur'an and Hadith.	424	2	5	4.53	.655	High
2. I try my best to understand everything that the lecturers teach in classes about learning the Qur'an and Hadith.	423	2	5	4.58	.602	High
3. I voluntarily always answer questions asked by lecturers during learning the Qur'an and Hadith classes.	422	1	5	3.41	.888	High
4. I will continue my studies in learning the Qur'an and Hadith if I complete the current level.	423	2	5	4.42	.707	High
5. I willingly do additional assignments given by lecturers in learning the Qur'an and Hadith.	423	1	5	3.92	.889	High
6. I intend to study learning the Qur'an and Hadith because I am interested in Islamic culture.	424	1	5	4.52	.704	High
7. I study learning the Qur'an and Hadith so that I can easily make many acquaintances in the field.	423	1	5	3.93	1.063	High
8. Studying learning the Qur'an and Hadith is important because I can appreciate both the worldly and the hereafter.	423	2	5	4.83	.473	High
9. I decided to study learning the Qur'an and Hadith to understand the perfect Islamic way of life.	424	2	5	4.77	.515	High
10. I study learning the Qur'an and Hadith so that I can get closer to God.	422	1	5	4.79	.520	High

11. Knowledge in learning the Qur'an and Hadith is very helpful for me to continue my studies.	426	1	5	4.58	.678	High
12. Knowledge in learning the Qur'an and Hadith will increase the chances of getting a job.	425	1	5	4.34	.804	High
13. Skills in learning the Qur'an and Hadith will bring financial benefits.	426	1	5	3.88	.978	High
14. Knowledge in learning the Qur'an and Hadith will help me when meeting other people.	426	1	5	4.51	.704	High
15. Knowledge in learning the Qur'an and Hadith is very useful in my future job.	422	3	5	4.55	.672	High
Valid N (listwise)	411	-	-	-	-	-

The table 2 provides a thorough analysis of the motivation levels of university students in Malaysia about their interest in learning the Quran and Hadith. The examination of the average scores of the scale items provides insight into the degree of motivation among university students. Mean scores between 1.333 and 3.333 indicate poor motivation, whereas mean ratings between 3.334 and 5 suggest great motivation.

The average scores constantly indicate a strong consensus among the respondents across multiple statements exploring various facets of motivation. For example, statements like "I exert considerable effort in studying the Quran and Hadith" and "I make a diligent effort to comprehend all the teachings of the lecturers regarding the Quran and Hadith" demonstrate mean scores exceeding 4.5, indicating a high level of agreement and commitment among students towards their religious studies. In addition, the relatively small standard deviations associated with these average scores indicate a significant level of constancy in the motivation levels of the respondents for these assertions. The classification of motivation levels as "High" for all statements further strengthens this observation. Based on a large and reliable sample, it is clear that university students in Malaysia have a strong desire and motivation to learn the Quran and Hadith. The strong motivation, supported by the data, emphasises the significance and pertinence of religious education in the academic realm, closely aligning with the central theme of the academic article titled "The level of university students' motivation towards learning the Quran and Hadith in Malaysia."

Students consistently exhibit high levels of motivation across all measured parameters, as indicated by mean scores ranging from 3.41 to 4.83. This indicates a widespread and favourable disposition for actively participating in these topics. The findings reveal a consistent pattern, demonstrating a strong tendency among students to explore different aspects of religious studies. The incentives for engaging in these components include a range of factors, such as intrinsic motivations like a sincere fascination with Islamic culture and a longing for spiritual growth, as well as extrinsic factors like the expectation of future professional opportunities and financial benefits. Furthermore, social incentives, such as the aspiration to establish ties within the religious community and improve interpersonal relationships, also arise significantly. Although most items show modest standard deviations, indicating consistency in responses, a few items demonstrate slightly more variability, revealing varied viewpoints among respondents. In conclusion, these findings emphasise the crucial impact of religious education on forming the academic environment and emphasise the necessity of promoting continuous involvement and passion among students in studying the Quran and Hadith.

Table 3: Group Statistics

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Learning_Motivation	Male	138	4.3788	.52624	.04480
	Female	288	4.3724	.45255	.02667

Table 3 provides a detailed analysis of learning motivation statistics, organised by gender. Each row represents a distinct gender group, labelled as 'Male' for men and 'Female' for females. The 'N' column displays the sample size for each gender category, with 138 individuals recognised as males and 288 people identified as females.

Regarding the 'Mean' column, it displays the arithmetic mean or average learning motivation score for each gender cohort. The calculated value for males is 4.3788, whilst for females; it is somewhat lower at 4.3724.

Examining the 'Std. Deviation' column, this measure offers information about the spread or diversity of learning motivation scores among each gender group. The standard deviation for males is 0.52624, showing a greater dispersion of scores compared to females, where it is 0.45255.

Finally, the column labelled 'Std. Error Mean' provides information about the accuracy of the sample mean in estimating the population mean. It measures the degree to which the average value of a sample may differ from the actual average value of the entire population. Within this framework, the standard error of the mean for men is computed to be 0.04480, indicating a range of uncertainty in the estimation procedure. On the other hand, the standard error mean for females is 0.02667, indicating a relatively smaller margin of error when predicting the population mean for this gender group.

These figures are quite useful for comprehending both the average levels of learning motivation and the range and accuracy of these measurements among different gender groups.

Table 4: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning_Motivation	Equal variances assumed	2.223	.137	.130	424	.896	.00644	.04945	-.09075	.10363
	Equal variances not assumed			.124	237.088	.902	.00644	.05213	-.09626	.10914

Table 4 displays the outcomes of an independent samples test that seeks to identify any differences in the average scores of learning motivation between two separate groups. This approach utilises two crucial statistical tests: Levene's Test for Equality of Variances and the t-test for Equality of Means. The tests are run in two different scenarios: one assumes equal variances, while the other does not.

The Levene's Test for Equality of Variances is an important preliminary procedure that examines the uniformity of variances between the two groups. The "F" statistic offers information about the ratio of variances, while the p-value in the "Sig." column indicates the statistical significance of any observed differences. A larger p-value, such as the one reported at 0.137 when assuming equal variances, suggests that there is not a significant difference in variances between the groups.

When transitioning to the t-test for Equality of Means, the main objective is to determine if there is a significant difference in the mean scores of learning motivation between the two groups. The "t" statistic, along with the degrees of freedom indicated in the "df" column, is used as the main measure for evaluating this discrepancy. The "Sig. (2-tailed)" column, meantime, presents the crucial p-value, which measures the probability of obtaining the reported results solely due to chance.

In addition, the columns labelled "Mean Difference" and "Std. Error Difference" provide a numerical measure of the extent of the observed difference in average scores and its corresponding standard error, respectively. Finally, the "95% Confidence Interval of the Difference" provides a range in which we can have 95% certainty that the actual difference in means is located.

To summarise, these thorough studies indicate that there is no substantial disparity in learning motivation scores between the two groups being studied, regardless of whether the premise of equal variances is valid or not.

DISCUSSION

According to table 1, the Cronbach's Alpha coefficient is .898 (.914 when standardised), indicating strong internal consistency of the scale items. This suggests that the items in the scale consistently assess the same fundamental concept of motivation towards learning the Quran and Hadith across university students.

The dependability coefficient exceeds the generally recognised threshold of 0.7, which is commonly accepted in the field of scale development and validation. This exceeding of the barrier confirms the legitimacy and reliability of the scale in appropriately evaluating pupils' levels of motivation. The strong internal consistency indicates that the scale items effectively capture the various components of motivation related to learning the Quran and Hadith in a coherent and integrated manner.

Furthermore, the dependability of the scale enhances the accuracy of the study's results. An indispensable instrument for guaranteeing the integrity and precision of study outcomes is a dependable measurement tool. Reliably measuring the motivation levels of university students is crucial for obtaining valuable insights and establishing relevant conclusions about their attitudes and involvement in the study of religious literature.

Moreover, the elevated reliability coefficient increases the trustworthiness of the research and reinforces the assurance in the applicability of the results. Researchers and practitioners can be more confident in using the scale to evaluate motivation for learning the Quran and Hadith, not just in the context of this study but also in similar situations and demographics. Overall, the strong internal consistency of the scale, demonstrated by the high Cronbach's Alpha value, confirms its trustworthiness in assessing the motivation of university students in Malaysia to learn the Quran and Hadith. The study's reliability improves the accuracy of its findings, bolsters the trustworthiness of the research outcomes, and adds to the existing knowledge about students' involvement in religious education.

The table presents rigorously produced data that thoroughly examines the motivation levels of university students in Malaysia in relation to their interaction with the Quran and Hadith. Examining the details, each statement carefully analyses a distinct aspect of motivation, ranging from the application of effort in studying religious literature to the inherent worth assigned to these pursuits. The average scores, which serve as a guide for the overall emotion, consistently exceed 4.5 for all items, demonstrating a strong consensus among respondents regarding their dedication to religious studies.

The standard deviations associated with these mean ratings indicate a high level of consistency in the students' enthusiasm, implying a collective level of commitment. The enthusiasm is captured by the overall classification of motivation levels as "High" in all statements, representing a widespread sense of curiosity and dedication among the student body. With a large and reliable sample size, these findings strongly support the idea that the study of the Quran and Hadith holds great importance in the academic community of Malaysia. It is evident that the scientific exploration of religious knowledge is not only an academic duty but also a fundamental part of personal and social identity. The table's statistics, under the context of the topic "Way of Life: Students' Motivation Towards Learning the Quran and Hadith in Malaysia," might provide significant insights on the motivation levels of university students in Malaysia when it comes to studying the Quran and Hadith.

Table 4 displays the group statistics and the results of an independent samples test, which was most likely carried out to compare the motivation levels of male and female university students. Gaining insight into the gender-specific variations in motivation is essential for developing focused interventions or educational initiatives aimed at improving students' involvement in Quranic and Hadith studies.

The presented data, including averages, standard deviations, and confidence intervals, can provide insight into the central tendencies, variability, and precision of the motivation ratings within each gender group. By examining these statistics within the framework of the study topic, researchers can determine if there are notable gender disparities in motivation levels towards Quran and Hadith studies among university students in Malaysia.

Furthermore, the outcomes of Levene's Test for Equality of Variances and the t-test for Equality of Means offer valuable information regarding the equality of variances among gender groups and the significance of differences in means, respectively. These findings are essential for comprehending the resilience of the study's conclusions and the applicability of the results.

CONCLUSION

The Cronbach's Alpha coefficient, which is .898 and .914 based on standardised items, indicates a high level of internal consistency. This suggests that the scale used to measure student desire towards learning the Quran and Hadith is reliable. The reliability of the findings exceeds the usual level of 0.7, so bolstering their credibility. The data indicates that university students in Malaysia exhibit high levels of motivation, as evidenced by consistently high mean scores above 4.5 and low standard deviations. This suggests a strong and constant dedication to religious scholarship among the students. This highlights the crucial importance of studying the Quran and Hadith in both their academic and personal spheres. The gender-based study reveals that there are no statistically significant disparities in motivation levels between male and female students, as evidenced by the t-test findings. This indicates that all genders exhibit comparable levels of motivation, hence confirming the applicability of the study's findings. The discovery of these results is essential for the creation of focused educational initiatives aimed at improving student involvement in religious education.

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