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ORIGINAL RESEARCH ARTICLE

The Effect of Intrinsic and Extrinsic Motivation on Student Participation in Religious and Healthy Friday Activities

Nayyiratul Anzumi Zahro^{1*}, Sunarto¹, Eka Fitria Ningsih¹ 

¹Universitas Ma'arif Lampung, Indonesia

Correspondence: nayyi_anzumi@gmail.com

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ABSTRACT

This study aims to analyze the influence of intrinsic and extrinsic motivation on student participation in Jumat Religi and Jumat Healthy activities at MA Raudlatul Huda Al-Islamy. Character and health education are essential aspects of shaping quality youth generations. Jumat Religi and Jumat Healthy activities are designed to instill spiritual values and awareness of health importance from an early age. However, student participation levels in these activities often vary, influenced by various factors, including intrinsic and extrinsic motivation. This research employs a quantitative approach with a correlational design. The population consists of 25 students from class X at MA Raudlatul Huda Al-Islamy, with the entire population used as the sample (saturated sampling). Data were collected through questionnaires using a Likert scale and validated through validity and reliability testing. Data analysis techniques include multiple linear regression analysis, t-test, F-test, and coefficient of determination (R^2). The findings reveal that both intrinsic and extrinsic motivation positively and significantly influence student participation in Jumat Religi and Jumat Healthy activities. Intrinsic motivation contributes more dominantly than extrinsic motivation, indicating that students who have personal interest and awareness tend to participate more actively. Simultaneously, both motivational variables significantly influence student participation. The implication of this research is the importance of balancing intrinsic and extrinsic motivation to enhance student participation in religious and health activities. This study contributes to the development of Islamic education theory, particularly in strengthening student character through non-academic activities.

Keywords: intrinsic motivation, extrinsic motivation, student participation, Jumat Religi, Jumat Healthy, Islamic education

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh motivasi intrinsik dan ekstrinsik terhadap partisipasi siswa dalam kegiatan Jumat Religi dan Jumat Healthy di MA Raudlatul Huda Al-Islamy. Pendidikan karakter dan kesehatan merupakan aspek penting dalam pembentukan generasi muda yang berkualitas. Kegiatan Jumat Religi dan Jumat Healthy dirancang untuk menanamkan nilai-nilai spiritual dan kesadaran akan pentingnya kesehatan sejak dini. Namun, tingkat partisipasi siswa dalam kegiatan tersebut seringkali bervariasi, yang dapat dipengaruhi oleh berbagai faktor, termasuk motivasi intrinsik dan ekstrinsik. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian terdiri dari 25 siswa kelas X di MA Raudlatul Huda Al-Islamy, dengan seluruh populasi digunakan sebagai sampel (sampling jenuh). Pengumpulan data dilakukan melalui kuesioner dengan skala Likert yang telah diuji validitas dan reliabilitasnya. Teknik analisis data menggunakan analisis regresi linier berganda, uji t, uji F, dan koefisien determinasi (R^2). Hasil penelitian menunjukkan bahwa motivasi intrinsik dan ekstrinsik secara positif dan signifikan memengaruhi partisipasi siswa dalam kegiatan Jumat Religi dan Jumat Healthy. Motivasi intrinsik memiliki kontribusi yang lebih dominan dibandingkan motivasi ekstrinsik, yang mengindikasikan bahwa siswa yang memiliki minat dan kesadaran pribadi cenderung berpartisipasi lebih aktif. Secara simultan, kedua variabel motivasi tersebut berpengaruh signifikan terhadap partisipasi siswa. Implikasi dari penelitian ini adalah pentingnya keseimbangan antara motivasi intrinsik dan ekstrinsik dalam meningkatkan partisipasi siswa pada kegiatan keagamaan dan kesehatan. Penelitian ini memberikan kontribusi bagi pengembangan teori pendidikan Islam, khususnya dalam penguatan karakter siswa melalui kegiatan non-akademik.

Kata Kunci: motivasi intrinsik, motivasi ekstrinsik, partisipasi siswa, Jumat Religi, Jumat Healthy, pendidikan Islam

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1. INTRODUCTION

Character and health education are essential aspects of shaping quality youth generations. Jumat Religi and Jumat Healthy activities at MA Raudlatul Huda Al-Islamy are designed to instill spiritual values and awareness of health importance from an early age. However, the level of student participation in these activities often varies, which can be influenced by various factors, including intrinsic and extrinsic motivation. Intrinsic motivation refers to the drive that comes from within the individual to perform an activity due to personal satisfaction, while extrinsic motivation relates to the drive influenced by external factors such as rewards or punishments. A deep understanding of these factors is important to improve student participation in these activities. This research aims to analyze the influence of intrinsic and extrinsic motivation on student participation in Jumat Religi and Jumat Healthy activities at MA Raudlatul Huda Al-Islamy.

Intrinsic motivation plays a significant role in increasing student participation in extracurricular activities. Students who have high interest and curiosity tend to be more actively involved in activities that match their interests. Research by Rifqi et al. (2024) found that intrinsic motivation is more dominant than extrinsic motivation in encouraging students to participate in volleyball extracurriculars. This shows that when students have a personal interest in an activity, they are more likely to participate actively. Therefore, it is important for schools to create an environment

that supports the development of students' intrinsic motivation. Thus, students will be more motivated to engage in activities that support their personal development.

On the other hand, extrinsic motivation also plays an important role in encouraging student participation. Factors such as rewards from teachers, recognition from peers, or parental expectations can increase students' desire to engage in certain activities. However, excessive dependence on extrinsic motivation can lead to inconsistent participation, especially if these external factors are no longer available. Research by Nini (2018) emphasizes the importance of balance between intrinsic and extrinsic motivation in increasing student learning activities in Quran Hadith studies. This balance is also relevant in the context of participation in extracurricular activities. Thus, effective strategies must consider both types of motivation to increase student participation sustainably.

The school environment and support from educators play a role in shaping student motivation. A conducive environment and support provided by teachers can increase students' intrinsic motivation. For example, providing appropriate challenges, opportunities to choose activities, and appreciation for achievements can increase student participation in extracurricular activities. Research by Buana and Kristiyandaru (2021) shows that the contribution of intrinsic motivation is higher than extrinsic motivation in Physical Education, Sports, and Health learning. This indicates that approaches that encourage intrinsic motivation can be more effective in increasing student participation. Therefore, it is important for schools to create an environment that supports the development of students' intrinsic motivation.

However, despite various efforts, there are still challenges in increasing student participation in Jumat Religi and Jumat Healthy activities. Some students may feel less motivated due to lack of personal interest or lack of external rewards that encourage them to participate. In addition, factors such as busy schedules, lack of peer support, or lack of understanding of the benefits of these activities can be obstacles. Research by Rizal (2019) found a positive relationship between motivation and student participation in sports extracurricular activities. This shows that increased motivation can contribute to increased participation. Thus, it is important to understand the factors that influence student motivation in the context of extracurricular activities.

Based on preliminary survey results conducted at MA Raudlatul Huda Al-Islamy, it was found that only about 60% of students regularly participate in Jumat Religi and Jumat Healthy activities. Most students who do not participate regularly admit to being less interested or feeling that the activities are less relevant to their needs. In addition, some students mentioned that the lack of rewards or recognition for their participation made them less motivated to be involved. This data shows the need to understand more deeply the factors that influence student motivation and participation in these activities. By understanding these factors, schools can design more effective strategies to increase student participation. This is important to ensure that these activities achieve their expected goals in character and health formation of students.

Considering the importance of the role of intrinsic and extrinsic motivation in student participation, this research aims to analyze the influence of both types of motivation on student participation in Jumat Religi and Jumat Healthy activities at MA Raudlatul Huda Al-Islamy. It is hoped that the results of this research can provide insights for schools in designing effective strategies to increase

student participation in religious and health-based extracurricular activities. By understanding the different influences of intrinsic and extrinsic motivation, schools can adjust their approaches to be more targeted. For example, an approach based on individual appreciation may be more effective for students who are intrinsically motivated, while a reward system or healthy competition can encourage those who are more extrinsically motivated. This research is also expected to contribute scientifically to the field of Islamic education and student character development through non-academic activities.

2. RESEARCH METHODS

This study employs a quantitative approach. The quantitative research method can be defined as a research method based on positivist philosophy, used to research specific populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono, 2021). The quantitative approach aims to test theories, build facts, show relationships between variables, provide statistical descriptions, estimate and predict results. The research design using a quantitative approach must be structured, standard, formal, and designed as carefully as possible beforehand. This study aims to test the influence of Variable X (Intrinsic and Extrinsic Motivation) on Y (Student Participation in Jumat Religi and Jumat Healthy Activities). Multiple linear regression analysis techniques are used to analyze the influence of each variable.

The research was conducted at MA Raudlatul Huda Al-Islamy, located in Sidomulyo Village, Negeri Katon District, Pesawaran Regency, Lampung. The research was conducted for approximately 60 days after the research permit was issued. The population in this study consists of all class X students at MA Raudlatul Huda Al-Islamy, totaling 25 students. According to Arikunto (2013), when the research subjects are less than 100, it is better to take all of them so that the research becomes a population study. Therefore, this study uses the entire population as the research sample (saturated sampling), totaling 25 respondents.

This study involves two types of variables: independent variables and dependent variables. The independent variables are Intrinsic Motivation (X_1) and Extrinsic Motivation (X_2). The dependent variable is Student Participation in Jumat Religi and Jumat Healthy Activities (Y).

Data collection techniques include observation, questionnaires (angket), and documentation. The questionnaire uses a Likert scale with score ranges 1-5 (Strongly Agree to Strongly Disagree). The instrument was tested for validity and reliability before use. Validity testing uses the Product Moment correlation formula, where the instrument is valid if $r_{\text{count}} > r_{\text{table}}$. Reliability testing uses Cronbach's Alpha formula, where the instrument is reliable if the Alpha value > 0.6 .

Data analysis techniques used include: Multiple Linear Regression Analysis to test the influence of two or more independent variables on the dependent variable; t-test to test the partial influence of each independent variable; F-test to test the simultaneous influence of all independent variables; and Coefficient of Determination (R^2) to measure how much the independent variables contribute to the dependent variable. The regression equation used is $Y = a + b_1X_1 + b_2X_2$, where Y is student

participation, X_1 is intrinsic motivation, X_2 is extrinsic motivation, a is the constant, and b_1 , b_2 are the regression coefficients.

3. RESULTS AND FINDINGS

The research began by establishing the validity and reliability of the instruments used to measure the key variables. To ensure the questionnaire was robust, it was tested on a pilot group of 30 respondents prior to the main data collection. The results of this preliminary test were positive, confirming that the instruments were both valid and reliable for measuring intrinsic motivation, extrinsic motivation, and student participation.

The validity of the instrument was confirmed through statistical analysis. All statement items for each variable produced calculated r -values (r_{count}) that were greater than the critical r -table value of 0.361 at a 5% significance level. This indicates that every item in the questionnaire accurately measures its intended construct, whether it be motivation or participation. Consequently, no items needed to be discarded or revised for the main study. Following the validity assessment, the instrument's reliability was evaluated using Cronbach's Alpha coefficient. The analysis yielded coefficients well above the acceptable threshold of 0.6 for all three variables. Specifically, the reliability scores were 0.862 for intrinsic motivation, 0.847 for extrinsic motivation, and 0.873 for student participation, all of which are considered highly reliable.

After confirming the quality of the instrument, the research proceeded to analyze descriptive statistics to understand the general state of the variables. The analysis showed that students' intrinsic motivation had the highest average score at 3.95, followed by student participation at 3.89, and extrinsic motivation at 3.78. All three scores fell into the "high" category, suggesting generally positive levels of motivation and engagement among the student body.

The core of the analysis was a multiple linear regression, which was used to model the influence of the two types of motivation on student participation. The resulting regression equation was $Y = 0.834 + 0.462X_1 + 0.318X_2$. This indicates that for every one-unit increase in intrinsic motivation, student participation is predicted to increase by 0.462 units, while a similar increase in extrinsic motivation leads to a 0.318-unit increase in participation.

To validate these findings, hypothesis testing was performed. The t -test was used to examine the individual influence of each independent variable. The results were significant for both intrinsic motivation, with a t -count of 4.521 exceeding the t -table value of 2.069, and extrinsic motivation, with a t -count of 3.124 also greater than 2.069, confirming that each has a significant partial effect on participation.

The combined influence of both motivation types was tested using the F -test. The calculated F -value was 18.245, which significantly surpassed the critical F -table value of 3.44. This confirms that intrinsic and extrinsic motivation, when considered together, have a statistically significant simultaneous influence on student participation in the Jumat Religi and Jumat Healthy activities. The strength of this combined influence was quantified by the Coefficient of Determination (R^2).

The R^2 value was 0.624, which means that 62.4% of the variation in student participation can be explained by the two motivational variables. The remaining 37.6% of the variation is attributed to other factors not included in this research model.

The analysis of respondent perspectives provides a qualitative explanation for these quantitative results. Students with high intrinsic motivation were driven by a personal belief that the activities were beneficial for their spiritual and health development. Conversely, those motivated extrinsically were more influenced by external factors such as rewards from the school, encouragement from teachers and parents, and the social atmosphere of participating with their peers. In conclusion, the data from this research demonstrates a robust and significant relationship between motivation and participation. Both intrinsic and extrinsic motivation are significant predictors of student engagement, with intrinsic motivation showing a slightly stronger influence. These findings underscore the importance of fostering internal interest in students while also providing a supportive external environment to maximize their participation in school activities.

4. DISCUSSION

The Influence of Intrinsic Motivation on Student Participation

The findings of this study indicate that intrinsic motivation significantly influences student participation in Jumat Religi and Jumat Healthy activities. This is evidenced by the t-test results where $t_{\text{count}} (4.521) > t_{\text{table}} (2.069)$ with a significance value of 0.000 ($p < 0.05$). These findings are consistent with research by Rahmawati (2021), which found that intrinsic motivation has a more dominant influence compared to extrinsic motivation in encouraging students to participate in religious extracurricular activities. Students who have personal interest and awareness of the benefits of activities tend to participate actively without needing external pressure.

In the context of Jumat Religi activities, intrinsic motivation is reflected in students' awareness of the importance of spiritual development through religious activities. According to Sardiman (2018), students who have intrinsic motivation will show interest, curiosity, and satisfaction in participating in activities that support their personal goals. Jumat Religi activities, which include Qur'an recitation, religious lectures, and moral guidance, provide spiritual benefits that can be directly felt by students who have awareness of the importance of religious values in daily life.

Furthermore, in Jumat Healthy activities, intrinsic motivation is reflected in students' awareness of the importance of maintaining health. Nugroho (2020) explains that health education packaged in the form of fun physical activities can increase students' motivation to maintain physical fitness. Students who intrinsically motivated tend to participate in light exercise and health education because they feel the benefits for their physical and mental health. This shows that the benefits that can be directly felt by students become a strong driver for their participation.

Research by Buana and Kristiyandaru (2021) also supports these findings, showing that the contribution of intrinsic motivation is higher than extrinsic motivation in physical education learning. Students who are intrinsically motivated are more likely to continue participating even without external rewards. This is relevant to Jumat Religi and Jumat Healthy activities, where

sustainable participation is more likely to occur when students have internal awareness of the benefits of these activities.

The Influence of Extrinsic Motivation on Student Participation

The research results also show that extrinsic motivation significantly influences student participation, with $t_{\text{count}} (3.124) > t_{\text{table}} (2.069)$ and p-value of 0.005 ($p < 0.05$). Although its contribution is smaller than intrinsic motivation, extrinsic motivation still plays an important role in driving student participation. This finding aligns with research by Nini (2018), which emphasizes the importance of balance between intrinsic and extrinsic motivation in increasing student learning activities.

Extrinsic motivation in the context of Jumat Religi and Jumat Healthy activities can come from various sources, such as rewards from teachers, recognition from peers, and encouragement from parents. According to Uno (2019), extrinsic motivation can be an effective initial trigger for students to start participating in activities, especially for those who have not yet developed strong intrinsic motivation. Rewards such as certificates, praise, or special recognition can increase students' desire to participate.

However, research also shows that excessive dependence on extrinsic motivation can lead to inconsistent participation. This aligns with the findings of Rifqi et al. (2024), which state that if extrinsic factors are no longer available, student participation can decrease. Therefore, effective strategies must consider both types of motivation to increase student participation sustainably. The school's strategy to combine rewards with the internalization of religious and health values can help students develop stronger intrinsic motivation over time.

Findings by Lestari (2022) also support the role of extrinsic motivation in student involvement in school activities. Students who feel appreciated and supported by teachers and parents tend to be more actively involved in various school activities, including Jumat Religi and Jumat Healthy. This shows that a supportive environment can increase extrinsic motivation and ultimately increase student participation.

The Simultaneous Influence of Intrinsic and Extrinsic Motivation on Student Participation

The F-test results show that intrinsic and extrinsic motivation simultaneously significantly influence student participation, with $F_{\text{count}} (18.245) > F_{\text{table}} (3.44)$ and p-value of 0.000 ($p < 0.05$). The coefficient of determination (R^2) of 0.624 indicates that 62.4% of student participation variation can be explained by both motivational variables. This shows that the combination of intrinsic and extrinsic motivation contributes significantly to increasing student participation in Jumat Religi and Jumat Healthy activities.

The simultaneous influence indicates that intrinsic and extrinsic motivation complement each other in encouraging student participation. According to Akbar (2020), the combination of internal and external motivation creates a stronger and more sustainable drive for students to be involved in non-academic activities. Students who have both personal awareness (intrinsic) and external support (extrinsic) tend to be more consistent in participating in these activities.

In the context of Islamic education, the balance between intrinsic and extrinsic motivation is very important in shaping student character. Syamsuddin (2021) explains that the habituation of religious values in schools must be supported by both internal awareness and external reinforcement from the school environment. Jumat Religi and Jumat Healthy activities, which are designed to form spiritual and physical character, require support from various motivational aspects so that their implementation is effective and sustainable.

The simultaneous influence is also reflected in the sustainability of student participation. Students who have both types of motivation tend to remain consistent in participating in activities even when facing challenges such as busy academic schedules or lack of support from peers. This is important because the impact of Jumat Religi and Jumat Healthy activities in shaping student character requires sustainable participation.

Factors Influencing Student Participation in Jumat Religi and Jumat Healthy Activities

The research results show that there are several factors influencing student participation in Jumat Religi and Jumat Healthy activities, in addition to the two motivational variables studied. Based on interviews with students, three main factors were identified: peer environment, teacher support, and relevance of activities to students' needs. Peer Environment: Students who have friends actively participating in these activities tend to be more motivated to participate. The influence of peers on adolescent behavior has been widely recognized (Santrock, 2019). In the context of Jumat Religi and Jumat Healthy, peer participation creates a social atmosphere that supports involvement.

Teacher Support: Support from teachers in the form of encouragement, appreciation, and role modeling as active participants influences student participation. According to Suryabrata (2019), students who feel supported by teachers tend to be more actively involved in school activities. Relevance of Activities: Students who feel Jumat Religi and Jumat Healthy activities are relevant to their lives tend to participate more actively. For example, students who understand the importance of health or spiritual values tend to appreciate these activities more.

The Role of Jumat Religi and Jumat Healthy Activities in Character Formation

Jumat Religi and Jumat Healthy activities have a strategic role in shaping student character holistically. These two activities are integrated to form students who have balance between spiritual and physical aspects. Syamsuddin (2021) explains that religious habituation programs in schools can form positive habits and strengthen the spiritual climate in the educational environment. Meanwhile, Nugroho (2020) emphasizes the importance of health education to increase students' awareness of the importance of maintaining physical fitness.

In the Islamic education context, character formation is one of the main goals of the educational process. Islamic education aims to form insan kamil, individuals who have balance in their relationship with Allah, with fellow humans, and with the environment (Muhaimin, 2017). Jumat Religi activities support the *hablum min Allah* dimension through strengthening faith and piety, while Jumat Healthy activities support the aspect of maintaining physical health that is highly emphasized in Islam.

The integration between Jumat Religi and Jumat Healthy activities also reflects the comprehensive nature of Islamic teachings on health. Islam does not only emphasize spiritual aspects but also physical health. The Prophet Muhammad SAW taught the importance of maintaining health through physical activity and healthy eating patterns. Thus, the implementation of both activities reflects a holistic approach in student character formation.

Research by Suryabrata (2019) shows that students who actively participate in character development activities at school tend to have better social behavior compared to those who do not participate. This indicates that Jumat Religi and Jumat Healthy activities not only influence the spiritual and physical aspects but also contribute to the formation of students' social character.

Implications for Islamic Education and Character Development

The findings of this study have important implications for the development of Islamic education and student character formation. First, the importance of strengthening intrinsic motivation through developing student awareness and interest in religious and health activities needs to be prioritized. Students need to be invited to understand the benefits and virtues of these activities so that they participate not just because of obligation but because of personal awareness and needs.

Second, a reward and appreciation system that supports student participation needs to be designed effectively, without causing excessive dependence on external factors. Rewards given in the form of recognition and positive appreciation can strengthen student motivation without replacing intrinsic motivation. Third, collaboration between teachers, parents, and peers in supporting student participation needs to be strengthened. A supportive environment both at school and at home can increase student participation in Jumat Religi and Jumat Healthy activities. This aligns with the findings of Lestari (2022), which shows that the involvement of parents and teachers significantly influences student participation in school activities.

This research has several limitations that need to be acknowledged. First, this research only involved 25 respondents, all from class X at MA Raudlatul Huda Al-Islamy, so the generalization of findings is limited to the population and context of this research. Second, this research only examines two motivational variables, while there are many other factors that can influence student participation, such as family environment, peer pressure, and school culture. Third, this research uses a quantitative approach that does not explore the subjective experiences of students in depth. Fourth, the time of data collection is limited, so it does not capture the dynamics of student participation over a longer period.

Based on the limitations of this study, several suggestions can be given for future research. First, researchers are advised to include more respondents from various classes to obtain more generalizable findings. Second, future researchers can add other variables, such as family environment, student characteristics, or school culture, to obtain a more comprehensive picture of factors influencing student participation. Third, future researchers can use a mixed methods approach to explore students' subjective experiences in Jumat Religi and Jumat Healthy activities.

5. CONCLUSION AND SUGGESTIONS

Based on the research results and discussion regarding the influence of intrinsic and extrinsic motivation on student participation in Jumat Religi and Jumat Healthy activities at MA Raudlatul Huda Al-Islamy, several conclusions can be drawn. First, intrinsic motivation significantly influences student participation in these activities. Students who have personal interest and awareness of the benefits of religious and health activities tend to participate more actively. Second, extrinsic motivation also significantly influences student participation, although its contribution is smaller than intrinsic motivation. Rewards, encouragement, and recognition from teachers and parents still play an important role in driving student participation.

Third, intrinsic and extrinsic motivation simultaneously significantly influence student participation. The coefficient of determination (R^2) of 0.624 indicates that 62.4% of student participation variation can be explained by both motivational variables. This shows that the combination of internal and external motivation contributes significantly to increasing student participation in Jumat Religi and Jumat Healthy activities. The regression equation $Y = 0.834 + 0.462X_1 + 0.318X_2$ confirms that intrinsic motivation has a stronger influence compared to extrinsic motivation in encouraging student participation. Fourth, the balance between intrinsic and extrinsic motivation is key to increasing sustainable student participation. Students who have both personal awareness and external support tend to be more consistent in participating in Jumat Religi and Jumat Healthy activities. This finding has important implications for schools in designing effective strategies to increase student participation in religious and health activities.

Overall, this research has contributed to the development of Islamic education theory, especially in understanding the dynamics of motivation and participation in non-academic activities at Islamic schools. The findings of this research can be used as a basis for schools in designing programs and strategies that support increased student participation in Jumat Religi and Jumat Healthy activities and similar activities.

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