



An Integrative Framework of Motivation in Islamic Education: Connecting Motivational Hadiths with Contemporary Educational Psychology Theories

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Abstract:

Learning motivation remains a major challenge in education, particularly in integrating spiritual values with contemporary motivational approaches. This study aims to examine motivational messages contained in authentic hadiths and integrate them with modern educational psychology theories. A qualitative library research design was employed using *Al-Lu'lu' wal Marjan fi Ma Ittafaqa 'Alayhi al-Shaykhan* as the primary source, supported by scholarly literature on Self-Determination Theory, Growth Mindset Theory, Grit Theory, and Expectancy-Value Theory. Data were analyzed through thematic content analysis, comparative analysis, and integrative analysis. The findings identified three major motivational themes: patience in facing adversity, engagement in small but meaningful actions, and sincerity accompanied by consistency in good deeds. These themes correspond to Growth Mindset and Grit Theory, Expectancy-Value Theory, and Self-Determination Theory, respectively. The novelty of this study lies in proposing an integrative motivational framework that combines spiritual-transcendental values with empirical-psychological perspectives. The findings imply that Islamic education can strengthen student motivation through a holistic approach that integrates character, resilience, and intrinsic motivation.

KeyWords: *Motivational Hadith; Islamic Education; Educational Psychology; Learning Motivation*

Abstrak:

Motivasi belajar masih menjadi tantangan utama dalam pendidikan, khususnya dalam mengintegrasikan nilai-nilai spiritual dengan pendekatan motivasional kontemporer. Penelitian ini bertujuan untuk mengkaji pesan-pesan motivasional yang terkandung dalam hadis-hadis autentik serta mengintegrasikannya dengan teori-teori psikologi pendidikan modern. Penelitian ini menggunakan desain penelitian kepustakaan kualitatif dengan sumber utama *Al-Lu'lu' wal Marjan fi Ma Ittafaqa 'Alayhi al-Shaykhan*, yang didukung oleh berbagai literatur ilmiah mengenai *Self-Determination Theory*, *Growth Mindset Theory*, *Grit Theory*, dan *Expectancy-Value Theory*. Data dianalisis melalui analisis isi tematik, analisis komparatif, dan analisis integratif. Hasil penelitian mengidentifikasi tiga tema motivasional utama, yaitu kesabaran dalam menghadapi kesulitan, keterlibatan dalam tindakan-tindakan kecil namun bermakna, serta ketulusan yang disertai konsistensi dalam berbuat baik. Tema-tema tersebut masing-masing berkorelasi dengan *Growth Mindset* dan *Grit Theory*, *Expectancy-Value Theory*,

serta *Self-Determination Theory*. Kebaruan penelitian ini terletak pada pengajuan kerangka motivasi integratif yang menggabungkan nilai-nilai spiritual-transendental dengan perspektif empiris-psikologis. Temuan penelitian ini mengindikasikan bahwa pendidikan Islam dapat memperkuat motivasi peserta didik melalui pendekatan holistik yang mengintegrasikan karakter, ketangguhan, dan motivasi intrinsik.

Kata Kunci: *Hadis Motivasi; Pendidikan Islam; Psikologi Pendidikan; Motivasi Belajar.*

INTRODUCTION

Learning motivation has become one of the most important determinants of educational success in contemporary society. In an era characterized by rapid technological development, information overload, and increasingly competitive educational environments, students often experience declining learning engagement, reduced perseverance, and weakened commitment to long-term academic goals (Dyusheeva et al., 2025; Keser et al., 2023; Veglianti et al., 2024). Educational psychologists argue that motivation influences students' willingness to learn, persistence in overcoming challenges, and overall academic achievement. Numerous studies have demonstrated that highly motivated learners tend to show better academic performance, stronger self-regulation, and greater resilience in the face of difficulties (Ghashghaeizadeh, 2020; McLeod et al., 2021; Rodriguez et al., 2021). However, motivation is not merely a psychological construct; cultural, moral, and spiritual values also shape it. For Muslim communities, religious teachings constitute an important source of guidance in educational behavior.

Despite the recognized importance of motivation, educational institutions continue to face significant challenges in sustaining students' motivation over time. Many learners demonstrate enthusiasm at the beginning of their educational journey, but gradually lose interest due to academic pressure, a lack of meaningful learning experiences, and an excessive focus on external rewards such as grades and certifications (Ahmed et al., 2023; Khan et al., 2021). This phenomenon is evident in many educational contexts where students often prioritize short-term academic outcomes over genuine intellectual growth and character development. In Islamic educational settings, an additional challenge emerges when religious values are taught separately from contemporary motivational strategies, creating a disconnect between spiritual aspirations and practical learning behavior (Basori et al., 2023; Mariyono, 2024). These conditions indicate the need for a more integrated framework that connects spiritual values with contemporary motivational principles.

Previous studies have explored the relationship between Islamic teachings and educational motivation from various perspectives. Ishmuradova et al. (2020) and Karpov et al. (2023) emphasized that Islamic values can complement modern educational psychology in fostering student engagement. Wilson et al. (2021) and Surbakti et al. (2024) highlighted the relevance of spiritual principles in supporting intrinsic motivation among Muslim learners. Küçüksarı et al. (2022) found that many *hadiths* concerning the pursuit of knowledge contain intrinsic motivational elements related to worship, self-improvement, and personal

development. Meanwhile, Shi et al. (2025) demonstrated that values such as perseverance, patience, and sincerity are conceptually aligned with Growth Mindset theory. Although these studies provide valuable insights, they generally examine specific motivational dimensions separately and rarely develop a comprehensive integrative framework that connects motivational hadiths to multiple contemporary educational psychology theories. This limitation creates an important research gap that requires further scholarly attention.

The novelty of this study lies in its effort to systematically integrate motivational hadiths with major contemporary theories of educational motivation, including Self-Determination Theory, Growth Mindset Theory, Grit Theory, and Expectancy-Value Theory. Unlike previous studies that primarily focused on theological interpretation or isolated psychological constructs, this research seeks to establish a multidimensional framework that combines spiritual, psychological, and pedagogical perspectives (Hur et al., 2022; López-García et al., 2023). Such integration is important because modern motivation theories provide empirically validated explanations of learning behavior, whereas motivational hadiths offer ethical and transcendental foundations that guide the purpose of learning. By examining these perspectives simultaneously, the study contributes to the growing discourse on Islamically grounded educational psychology.

Based on the aforementioned background, an important research problem emerges regarding how motivational messages contained in the hadith can be interpreted and integrated with contemporary educational psychology theories. Although both perspectives discuss motivation, they originate from different epistemological traditions. Hadith-based motivation is rooted in spiritual consciousness, divine accountability, and moral responsibility, while modern motivational theories generally focus on cognitive, behavioral, and socio-psychological mechanisms. This difference raises several important questions: What motivational principles are conveyed by the hadiths on the pursuit of knowledge? To what extent do these principles correspond with contemporary educational psychology theories? How can both perspectives be integrated into a coherent framework for educational practice? Addressing these questions is essential for developing a more holistic understanding of student motivation within Islamic educational contexts.

This study argues that motivational hadiths and modern educational psychology theories are not mutually contradictory but can complement one another in constructing a comprehensive motivational framework. It is hypothesized that motivational hadiths provide the spiritual purpose, ethical orientation, and character-building dimensions of learning. In contrast, contemporary motivational theories explain the psychological processes that support learning engagement and achievement. The originality of this research lies in proposing an integrative conceptual model that bridges religious teachings and modern educational psychology without reducing one perspective to the other. By positioning hadith as a moral-spiritual foundation and educational

psychology as an explanatory and practical framework, this study contributes to the development of a more holistic model of learning motivation. Such a model may serve as a valuable reference for educators, researchers, and policymakers seeking to strengthen both academic excellence and character formation in Islamic education.

RESEARCH METHODS

This study employed a qualitative approach using a library research design to explore the relationship between motivational hadiths and contemporary educational psychology theories (Chu et al., 2024). Library research was selected because the study aimed to examine, interpret, and integrate conceptual perspectives rather than measure behavioral variables empirically. The primary data source was *Al-Lu'lu' wal Marjan fi Ma Ittafaqa 'Alayhi al-Shaykhan*, compiled by Muhammad Fuad Abdul Baqi, which contains authentically verified hadiths (*muttafaqun 'alayh*) from Imam al-Bukhari and Imam Muslim. Textual accuracy was ensured by cross-checking with the Arabic editions of Sahih al-Bukhari and Sahih Muslim. The corpus consisted of hadiths related to motivation, learning, perseverance, sincerity, self-improvement, and reward in educational contexts, selected through purposive sampling based on thematic relevance. Secondary data were drawn from scholarly books and peer-reviewed articles on Self-Determination Theory, Growth Mindset Theory, Grit Theory, and Expectancy-Value Theory, all of which are relevant to explaining learning motivation, persistence, achievement orientation, and engagement.

The data corpus consisted of hadiths related to learning, the pursuit of knowledge, perseverance, intention, sincerity, effort, self-improvement, and reward for educational endeavors. Hadith selection was conducted using purposive sampling based on their thematic relevance to motivational constructs in educational psychology. Secondary data were obtained from scholarly books, peer-reviewed journal articles, and academic publications concerning major motivational theories, particularly Self-Determination Theory, Growth Mindset Theory, Grit Theory, and Expectancy-Value Theory. These theories were selected because they represent influential contemporary perspectives for explaining learning motivation, persistence, achievement orientation, and student engagement.

Data collection followed a systematic documentation procedure involving source identification, intensive reading, coding, categorization, and thematic extraction (Amrullah et al., 2025). Relevant hadiths were identified and grouped according to recurring motivational themes, while constructs from contemporary educational psychology theories were simultaneously extracted and organized into analytical categories. These categories served as a basis for cross-comparison between Islamic motivational principles and modern psychological constructs, enabling the systematic identification of conceptual correspondences and differences across both domains.

Data analysis was conducted in three stages (Putri et al., 2024). First, thematic content analysis was used to identify motivational meanings embedded in the selected hadiths. Second, comparative analysis examined similarities and differences between hadith-derived themes and constructs in contemporary educational psychology theories. Third, integrative analysis was performed to develop a conceptual framework that explains how spiritual-transcendental dimensions of motivation complement empirical-psychological explanations of learning behavior, with emphasis on convergence, divergence, and pedagogical integration.

To ensure trustworthiness, source triangulation was applied by comparing interpretations across classical Islamic references, contemporary Islamic education literature, and educational psychology studies. Theoretical triangulation was also employed by using multiple motivational theories rather than a single framework, thereby strengthening analytical consistency and validity. Through this methodological approach, the study develops a systematic, theoretically grounded understanding of how motivational teachings in authentic hadiths can be integrated with contemporary educational psychology, thereby contributing to a holistic model of learning motivation that incorporates spiritual, psychological, and pedagogical dimensions in Islamic educational contexts.

RESULTS AND DISCUSSION

Results

The findings of this study reveal three major motivational themes derived from the selected hadiths: patience in facing adversity, the importance of small but meaningful actions, and sincerity accompanied by consistency in good deeds. Through thematic content analysis, these themes were identified as fundamental components of prophetic motivation, providing a spiritual and ethical foundation for understanding human motivation within the context of Islamic education.

Patience at the First Moment of Adversity as a Motivational Value

One of the motivational themes identified in the selected hadiths is the value of patience (*ṣabr*) when facing difficulties. This theme is reflected in Hadith No. 533 narrated by Anas ibn Malik:

عَنْ أَنَسِ بْنِ مَالِكٍ - رَضِيَ اللَّهُ عَنْهُ - قَالَ مَرَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ بِامْرَأَةٍ تَبْكِي عِنْدَ قَبْرِ فَقَالَ " اتَّقِي اللَّهَ وَاصْبِرِي ". قَالَتْ إِيَّاكَ عَنِّي، فَإِنَّكَ لَمْ تُصَبِّ بِمُصِيبَتِي، وَلَمْ تَعْرِفْهُ. فَقِيلَ لَهَا إِنَّهُ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ. فَأَتَتْ بَابَ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَلَمْ تَجِدْ عِنْدَهُ بَوَائِبِينَ فَقَالَتْ لَمْ أَعْرِفْكَ. فَقَالَ " إِنَّمَا الصَّبْرُ عِنْدَ الصَّدْمَةِ الْأُولَى ".

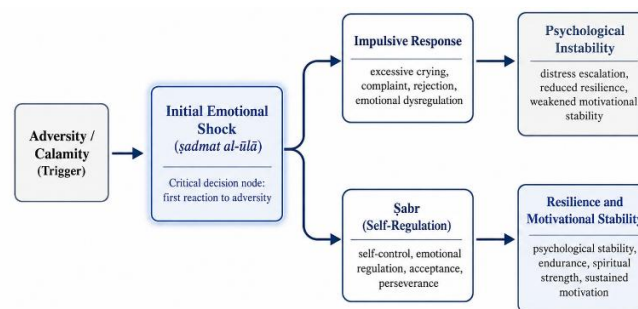
Translation: *Anas bin Malik reported that the Prophet Muhammad (peace be upon him) passed by a woman who was crying beside a grave and advised her, "Fear Allah and be patient." The woman responded, "Leave me alone, for you have not*

experienced my calamity.” She did not recognize that it was the Prophet. Later, she was informed that the person was the Messenger of Allah. She then came to him and apologized. The Prophet replied, “Indeed, true patience is at the first shock of calamity.”

The thematic analysis indicates that this hadith emphasizes patience as an immediate response to adversity. The key expression, “Indeed, true patience is at the first shock” (*innama al-ṣabru ‘inda al-ṣadmat al-ula*), highlights the importance of self-control and emotional regulation during the initial encounter with hardship. Rather than focusing on patience after emotions have subsided, the hadith emphasizes the initial reaction when psychological pressure is at its strongest.

This interpretation is consistent with classical commentaries. Ibn Hajar al-Asqalani explained that patience in the face of the first shock means refraining from excessive complaint, rejecting the divine decree, and avoiding inappropriate emotional expressions during the earliest stage of calamity. Similarly, Imam al-Nawawi stated that patience demonstrated after emotional conditions have stabilized does not possess the same virtue as patience exercised during the initial moment of distress. Therefore, the hadith identifies patience not merely as passive endurance but as an active spiritual and psychological capacity to manage emotions under pressure.

Based on the thematic coding process, this hadith was categorized under the motivational themes of perseverance, emotional regulation, resilience, and self-control. These themes indicate that motivation in the prophetic tradition is not solely concerned with goal attainment but also with maintaining psychological and spiritual stability in the face of obstacles and challenges. The conceptual pathway derived from this thematic finding is presented in Figure 1.



Based on the hadith: “Indeed, true patience is at the first shock of calamity.”

Figure 1. Conceptual Model of Patience at the First Moment of Adversity

Figure 1 illustrates that the hadith conceptualizes adversity as an external trigger that produces an initial emotional shock (*ṣadmat al-ula*), which serves as a critical decision node in human response. At this moment, individuals may follow an impulsive path characterized by excessive emotional reaction, complaint, and dysregulation, which may lead to psychological instability and weakened motivational endurance. Alternatively, they may respond with *ṣabr*,

understood here as self-regulation, self-control, acceptance, and perseverance, which in turn foster resilience and motivational stability. Thus, the figure demonstrates that, from a prophetic perspective, patience is not merely passive endurance after emotions subside, but an active regulatory capacity exercised at the earliest and most emotionally intense moment of adversity.

Small Deeds as a Source of Sustainable Motivation

Another motivational theme identified from the selected hadiths is the importance of performing small but meaningful actions consistently. This theme is reflected in Hadith No. 596 narrated by 'Adi ibn Hatim:

حَدَّثَنَا عَوْنُ بْنُ سَلَامٍ الْكُوفِيُّ، حَدَّثَنَا زُهَيْرُ بْنُ مُعَاوِيَةَ الْجُعْفِيُّ، عَنْ أَبِي إِسْحَاقَ، عَنْ عَبْدِ اللَّهِ بْنِ مَعْقِلٍ، عَنْ عَدِيِّ بْنِ حَاتِمٍ، قَالَ سَمِعْتُ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ " مَنْ اسْتَطَاعَ مِنْكُمْ أَنْ يَسْتَتِرَ مِنَ النَّارِ وَلَوْ بِشِقِّ تَمْرَةٍ فَلْيَفْعَلْ " .

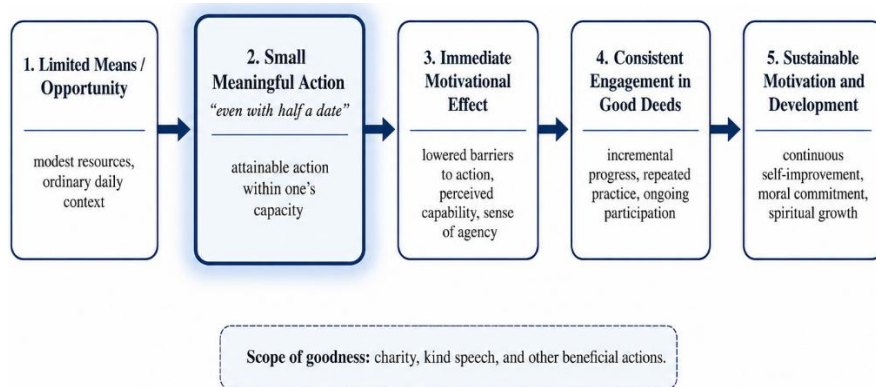
Translation: 'Adi ibn Hatim reported that he heard the Messenger of Allah (peace be upon him) say: "Whoever among you can protect himself from the Fire, even with half a date, then let him do so."

The thematic analysis indicates that this hadith promotes the principle that every act of goodness possesses value regardless of its material magnitude. The expression "even with half a date" illustrates that moral action is accessible to every individual, including those with limited resources. The hadith emphasizes participation in good deeds rather than the quantity of contribution, thereby encouraging continuous engagement in righteous actions without waiting for ideal conditions or substantial means.

Classical commentaries provide further support for this interpretation. Ibn Hajar al-Asqalani explained that the mention of half a date serves as a rhetorical emphasis demonstrating that no charitable act should be considered insignificant. Even the smallest contribution may carry substantial value in the eyes of Allah and contribute to one's spiritual well-being. Similarly, Imam al-Nawawi noted that the meaning of the hadith extends beyond material charity to encompass all forms of goodness, including kind speech and beneficial actions. This interpretation broadens the scope of motivation from financial capability to universal opportunities for ethical conduct.

The findings further reveal that the *hadith* promotes an inclusive motivational orientation by lowering perceived barriers to action. Rather than focusing on extraordinary achievements, the prophetic message encourages individuals to begin with actions that are within their capacity. This perspective cultivates a sense of agency, responsibility, and continuous self-improvement. Through the thematic coding process, this hadith was categorized under the motivational themes of attainable action, perceived capability, incremental progress, and sustainable engagement in good deeds.

These themes suggest that motivation in the prophetic tradition is built upon realistic expectations and gradual improvement. Individuals are encouraged to take positive actions in line with their abilities, while maintaining consistency in their moral and spiritual development. Consequently, the hadith presents motivation as a process that begins with small, achievable actions and develops through continuous practice and commitment. The conceptual progression of small deeds toward sustainable motivation is summarized in Figure 2.



Based on the hadith: 'Whoever among you is able to protect himself from the Fire, even with half a date, then let him do so.'

Figure 2. Conceptual Model of Sustainable Motivation through Small Deeds

Figure 2 illustrates that sustainable motivation in the prophetic framework arises from the cumulative effect of small, attainable actions rather than from large or extraordinary deeds. The model begins with limited means and everyday opportunities, which the hadith reframes as viable contexts for meaningful moral action. The emphasis on "even with half a date" demonstrates that perceived barriers to action are intentionally lowered, enabling individuals to engage in good deeds within their actual capacity. This initial engagement generates an immediate motivational effect characterized by increased perceived agency and reduced psychological resistance, which in turn facilitates consistent participation in small but repeated acts of goodness. Over time, this incremental pattern of behavior develops into stable motivational structures, resulting in sustained self-improvement, moral commitment, and spiritual growth. Thus, the figure conceptualizes motivation not as a single high-intensity act, but as a progressive system built through continuity, accessibility, and behavioral reinforcement.

Sincerity and Consistency in Good Deeds as Internal Motivational Drivers

Another motivational theme identified through the thematic analysis is the importance of sincerity, consistency, and commitment in performing good deeds. This theme is reflected in Hadith No. 607 narrated by Abu Hurairah:

حَدَّثَنَا أَبُو الْيَمَانِ، حَدَّثَنَا شُعَيْبٌ، عَنِ الزُّهْرِيِّ، قَالَ أَخْبَرَنِي حُمَيْدُ بْنُ عَبْدِ الرَّحْمَنِ بْنِ عَوْفٍ، أَنَّ أَبَا هُرَيْرَةَ قَالَ سَمِعْتُ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ " مَنْ أَنْفَقَ رَوْحَيْنِ مِنْ شَيْءٍ مِنَ الْأَشْيَاءِ فِي سَبِيلِ اللَّهِ دُعِيَ مِنْ أَبْوَابِ - يَعْنِي الْجَنَّةِ - يَا عَبْدَ اللَّهِ هَذَا خَيْرٌ، فَمَنْ كَانَ مِنْ أَهْلِ الصَّلَاةِ دُعِيَ مِنْ بَابِ الصَّلَاةِ، وَمَنْ كَانَ مِنْ أَهْلِ الْجِهَادِ دُعِيَ مِنْ بَابِ الْجِهَادِ، وَمَنْ كَانَ مِنْ أَهْلِ الصَّدَقَةِ دُعِيَ مِنْ بَابِ الصَّدَقَةِ، وَمَنْ كَانَ مِنْ أَهْلِ الصِّيَامِ دُعِيَ مِنْ بَابِ الصِّيَامِ، وَبَابِ الرَّيَّانِ ". فَقَالَ أَبُو بَكْرٍ مَا عَلَى هَذَا الَّذِي يُدْعَى مِنْ تِلْكَ الْأَبْوَابِ مِنْ ضَرُورَةٍ، وَقَالَ هَلْ يُدْعَى مِنْهَا كُلُّهَا أَحَدٌ يَا رَسُولَ اللَّهِ قَالَ " نَعَمْ، وَأَرْجُو أَنْ تَكُونَ مِنْهُمْ يَا أَبَا بَكْرٍ ".

Translation: *Abu Hurairah reported that the Messenger of Allah (peace be upon him) said: "Whoever spends a pair of things in the cause of Allah will be called from the gates of Paradise: 'O servant of Allah, this is goodness.' Whoever is among the people of prayer will be called from the gate of prayer; whoever is among the people of jihad will be called from the gate of jihad; whoever is among the people of charity will be called from the gate of charity; and whoever is among the people of fasting will be called from the gate of al-Rayyan." Abu Bakr asked, "Will anyone be called from all of those gates?" The Prophet replied, "Yes, and I hope that you will be among them, O Abu Bakr."*

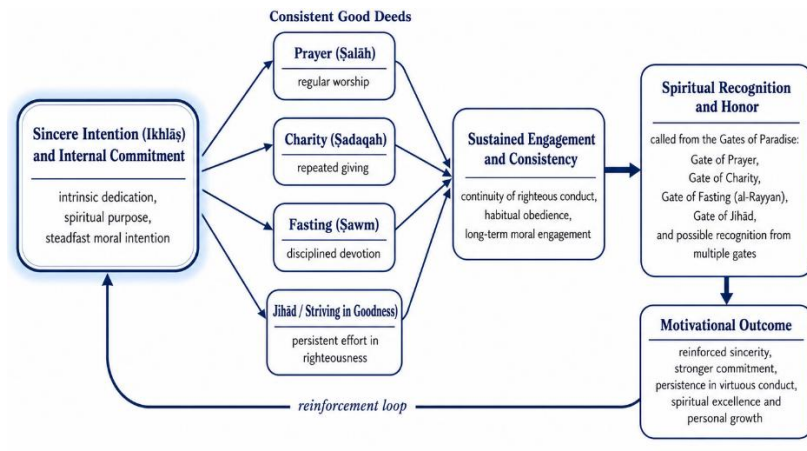
The thematic analysis reveals that this hadith emphasizes the significance of sustained commitment to righteous actions performed sincerely for the sake of Allah. The promise of being called from the gates of Paradise symbolizes recognition and honor for individuals who consistently engage in virtuous conduct. Rather than focusing solely on a single act of worship, the hadith highlights continuity, dedication, and the cultivation of multiple dimensions of goodness throughout one's life.

Classical commentaries further clarify this interpretation. Ibn Hajar al-Asqalani explained that the term *zawjayn* (a pair) should not be understood merely as two specific items of wealth but more broadly as repeated and continuous acts of charitable giving. According to his explanation, the calling from multiple gates of Paradise represents divine honor bestowed upon individuals whose lives are characterized by diverse forms of obedience and devotion. The emphasis therefore lies not only on the act itself but also on the consistency and sincerity with which it is performed.

Similarly, Imam al-Nawawi interpreted the Prophet's statement to Abu Bakr as evidence of his exceptional sincerity and steadfastness in worship and charitable acts. The narration demonstrates that excellence is achieved through the integration of multiple virtuous behaviors sustained over time. Such consistency reflects a deeply rooted commitment that extends beyond occasional participation in good deeds.

Based on the coding and categorization process, this hadith was classified under the motivational themes of sincerity (*ikhlas*), sustained commitment, internal dedication, consistency in good deeds, and long-term moral engagement. These themes indicate that motivation in the prophetic tradition is not limited to initiating positive behavior but also involves maintaining

commitment and continuity in performing beneficial actions. Consequently, the hadith portrays motivation as an enduring internal force that encourages individuals to persist in virtuous conduct while seeking spiritual excellence and personal growth.



Based on the hadith: Those who consistently perform diverse righteous deeds sincerely for the sake of Allah are honored and called from the Gates of Paradise.

Figure 3. Conceptual Model of Sincerity-Driven Consistency in Good Deeds and Motivational Reinforcement

Figure X illustrates that sincerity (*ikhlas*) and internal commitment function as the core motivational drivers that initiate and sustain consistent engagement in various forms of righteous deeds, including prayer, charity, fasting, and striving in goodness. These actions are not isolated behaviors but interconnected practices that collectively generate sustained engagement and long-term moral consistency. The model further demonstrates that continuity in good deeds leads to spiritual recognition and honor, symbolized by the gates of Paradise, which reflect divine acknowledgment of multidimensional devotion. Importantly, this recognition does not terminate the motivational process but reinforces it through a feedback loop, strengthening sincerity, commitment, and persistence in virtuous conduct. Thus, motivation in this framework is conceptualized as an internally regulated, continuously reinforced system, in which sincerity initiates action, consistency stabilizes behavior, and spiritual reward amplifies long-term moral and spiritual development.

Table 1. Summary of Motivational Themes Derived from the Selected Hadiths

Hadith Theme	Key Hadith Expression	Core Motivational Meaning	Main Coding Categories	Motivational Process	Expected Outcome
Patience at the First Moment of Adversity	"Indeed, true patience is at the first shock of calamity."	Motivation is reflected in immediate emotional regulation and self-	emotional regulation, self-control, resilience, perseverance	adversity → initial emotional shock → decision point → ṣabr (self-	psychological stability, resilience, sustained motivation

		control at the onset of adversity		regulation) vs impulsive reaction	
Small Deeds as a Source of Sustainable Motivation	<i>"Even with half a date."</i>	Motivation is built through small, attainable, and meaningful actions regardless of resource limitations	attainable action, perceived capability, incremental progress, agency, sustainable engagement	limited means → small meaningful action → reduced barriers → repeated engagement	continuous self-improvement, moral consistency, sustained motivation
Sincerity and Consistency in Good Deeds	Being called from the Gates of Paradise	Motivation is sustained through sincerity (ikhlās), internal commitment, and consistent engagement in diverse good deeds	sincerity (ikhlās), internal commitment, consistency, long-term engagement, habitual devotion	sincere intention → repeated righteous actions → sustained engagement → spiritual recognition → reinforcement loop	moral excellence, spiritual growth, strengthened commitment, enduring motivation

The thematic synthesis presented in Table 1 reveals that motivational processes in the selected hadiths are structured around three interconnected dimensions. The first dimension emphasizes emotional regulation in response to adversity, in which motivation is expressed through immediate self-control in the moment of psychological shock. The second dimension highlights the role of attainable, incremental actions, demonstrating that motivation is sustained by small but meaningful deeds that lower perceived barriers and encourage continuous engagement. The third dimension underscores the importance of sincerity and consistency as internal drivers that sustain long-term moral commitment, in which repeated righteous actions lead to spiritual recognition and the reinforcement of motivation. Collectively, these themes indicate that motivation in the prophetic tradition operates as a dynamic system integrating emotional regulation, behavioral accessibility, and internal commitment, rather than a singular behavioral response.

Discussion

The findings reveal that motivational values embedded in the selected hadiths demonstrate substantial conceptual alignment with contemporary educational psychology theories while simultaneously offering dimensions that extend beyond existing psychological frameworks. The first theme, patience at the first moment of adversity, corresponds closely with the concepts of resilience,

perseverance, and adaptive responses to challenges emphasized in Growth Mindset Theory and Grit Theory. Patterson et al. (2024) argue that individuals with a growth mindset perceive difficulties as opportunities for development rather than indicators of inability, while Huda et al. (2023) highlight perseverance as a critical determinant of long-term success. The present findings support these perspectives by showing that the prophetic concept of *ṣabr* encourages individuals to maintain emotional regulation and constructive behavior in the face of hardship. However, unlike contemporary theories that primarily explain resilience through cognitive and behavioral mechanisms, the hadith introduces a spiritual dimension in which patience is rooted in faith, trust in divine wisdom, and acceptance of God's decree.

The second theme, namely the importance of small, attainable actions, also shows strong correspondence with Expectancy-Value Theory (EVT). According to Zhao et al. (2023) and Aini et al. (2024), motivation emerges when individuals perceive a task as both achievable and valuable. The findings indicate that the prophetic instruction to perform good deeds “even with half a date” lowers perceived barriers to action and promotes participation regardless of individual limitations. This is consistent with previous studies showing that learners are more likely to engage in activities when expectations of success are realistic and attainable. Nevertheless, the hadith extends the scope of EVT by emphasizing moral and spiritual value rather than merely academic or utilitarian outcomes (Ranellucci, 2020; Stairs et al., 2020). In this perspective, the significance of an action is not determined solely by measurable achievement but also by its ethical meaning and contribution to spiritual growth.

The third theme concerning sincerity and consistency in good deeds reflects important similarities with Self-Determination Theory (SDT). Deci and Hayat et al. (2022) and Karrani et al. (2024) explain that intrinsically motivated behavior emerges when actions are performed voluntarily and are aligned with personal values and internal goals. The findings show that the prophetic emphasis on sincere and continuous charitable action encourages individuals to act from internal conviction rather than external pressure. This orientation resembles autonomous motivation in SDT, in which behavior is sustained because it is personally meaningful (Huei-Lien et al., 2025; Printer, 2023). However, the findings also reveal a distinctive characteristic of Islamic motivation. Therefore, sincerity (*ikhlaṣ*) may be viewed as a spiritual form of autonomous motivation that integrates personal agency with transcendent accountability.

Taken together, the three themes suggest that motivational hadiths provide a broader framework than that offered by contemporary educational psychology alone. Modern theories effectively explain how motivation operates through cognitive, emotional, and behavioral processes, whereas the hadiths

explain why individuals should remain motivated from a moral and spiritual perspective. This complementary relationship aligns with previous studies that have emphasized the importance of integrating Islamic values with educational psychology to foster a more holistic understanding of student motivation. The findings indicate that perseverance, attainable action, sincerity, and consistency are not separate motivational constructs but interconnected dimensions that collectively shape human behavior. Such an integrative perspective contributes to the growing discourse on Islamically grounded educational psychology and highlights the relevance of prophetic teachings for contemporary educational challenges.

The theoretical contribution of this study lies in the development of an integrative conceptual framework that connects motivational hadiths with major contemporary theories, including Growth Mindset Theory, Grit Theory, Expectancy-Value Theory, and Self-Determination Theory. Rather than positioning religious teachings and psychological theories as competing paradigms, the study demonstrates their complementary roles in explaining motivation. Practically, the findings suggest that educators can strengthen student motivation by combining evidence-based instructional strategies with spiritual values derived from the hadith tradition. Educational practices that cultivate resilience, encourage incremental progress, foster sincerity, and promote long-term commitment may produce learners who are not only academically motivated but also morally responsible and spiritually grounded. Therefore, integrating prophetic motivation with contemporary educational psychology offers a promising foundation for developing holistic educational approaches within Islamic educational contexts.

CONCLUSION

Through a literature review of hadiths with the status of *muttafaqun 'alaih* in the book *Al-Lu'lu' wal Marjan*, this study shows that values such as patience, sincerity, perseverance, the meaning of small deeds, and orientation of intention are motivational foundations that align with the theoretical framework of contemporary educational psychology, including Growth Mindset, Grit Theory, Self-Determination Theory, and Expectancy-Value Theory. Thus, this integration produces a more complete motivational framework than approaches that rely solely on one perspective. This research opens the door to further studies, both through empirical research and the development of learning models, to test the implementation of this integrative motivational framework in educational practice. The integration of hadith and modern educational motivation theories is expected to be a theoretical and practical contribution to the development of contextual and competitive Islamic education.

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