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The Effect of the Integration of Meaningful Learning, Mindful Learning, and Joyful Learning Models on the Learning Motivation of Grade IX Students in Fiqh Subjects at MTs Bilingual Muslimat NU Pucang Sidoarjo

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Abstract

This study aims to analyse the effect of integrating Meaningful Learning, Mindful Learning, and Joyful Learning models on the learning motivation of Grade IX students in Fiqh subjects at MTs Bilingual Muslimat NU Pucang Sidoarjo. The study employed a quantitative approach with an associative research design. The research population consisted of 191 students, with a sample of 130 students determined using the Slovin formula. Data were collected through a Likert-scale questionnaire and analysed using multiple linear regression tests with the assistance of SPSS software.

The findings revealed that, partially, Meaningful Learning had a significant but negative effect on students' learning motivation. Meanwhile, Mindful Learning and Joyful Learning had a positive and significant effect on learning motivation, with Mindful Learning emerging as the most dominant variable. Simultaneously, the integration of the three learning models significantly influenced students' learning motivation, with a coefficient of determination value of 52.9%, while the remaining percentage was influenced by factors outside the research model.

These findings indicate that the integration of learning approaches oriented towards meaning, awareness, and enjoyable learning experiences can enhance students' learning motivation more comprehensively. Therefore, the implementation of integrated and contextual learning strategies is highly recommended to improve the quality of Fiqh learning in schools.

Keywords: *Meaningful Learning, Mindful Learning, Joyful Learning, Learning Motivation, Fiqh Learning*

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INTRODUCTION

Education plays a crucial role in shaping a generation that is not only knowledgeable but also possesses good morals and strong character. In the context of Fiqh learning in madrasahs, the aim of education extends beyond merely transferring knowledge of Islamic law; it also seeks to instil Islamic values that can be integrated into daily life. Studies indicate that quality education should provide clear guidance for students to understand and practise these values so that they can grow into individuals with noble character and strong moral principles.

However, the reality in the field shows that students' learning motivation in Fiqh subjects remains relatively low. Based on preliminary observations conducted at MTs Bilingual Muslimat NU Pucang Sidoarjo in February 2025, around 62% of Grade IX students tended to be passive during learning activities, showed little enthusiasm in asking questions, and demonstrated learning behaviours aimed merely at fulfilling academic obligations rather than being driven by an internal desire to understand the meaning of the teachings.

Based on these issues, this study was conducted to investigate the integration of Meaningful Learning, Mindful Learning, and Joyful Learning models and their influence on students' learning motivation. Meaningful Learning refers to a learning process that involves understanding and connecting new information with students' prior knowledge or experiences. In this context, David Ausubel's theory of meaningful learning serves as an important reference. Ausubel argued that meaningful learning occurs when students are able to relate newly acquired information to existing knowledge within their cognitive structure.

Mindful Learning, or awareness-based learning, is an educational approach that emphasises awareness, attention, and focus during the learning process. Through this approach, students are expected to be fully present in their learning experiences, become aware of their thoughts and feelings, and manage their attention and responses more effectively. Mindful Learning encourages students to become more reflective about their learning processes, thereby enhancing engagement and understanding of the material being studied.

Joyful Learning is an approach that highlights the importance of creating a pleasant, safe, and motivating learning environment for students. This approach aims to ensure that students are engaged not only mentally but also emotionally, so that learning activities feel enjoyable and meaningful. Such an approach is essential in fostering enthusiasm, comfort, and positive challenges during the learning process, which are far more valuable than merely creating busy classroom activities without substantial learning focus.

The three learning models Meaningful Learning, Mindful Learning, and Joyful Learning have significant relationships with students' learning motivation. Previous studies have shown that the implementation of Meaningful Learning can improve students' learning motivation in Islamic Religious Education. This indicates that relevance and meaning in learning greatly contribute to students' motivation to learn. Similarly, Mindful Learning has been found to improve students' concentration and self-awareness during learning activities, while Joyful Learning contributes significantly to students' motivation by creating an enjoyable and engaging learning atmosphere.

Based on these previous studies, it can be concluded that the three learning models complement one another in enhancing students' learning motivation. By implementing strategies that focus on meaning, awareness, and enjoyment, educators can create a more effective learning environment that ultimately leads to better academic outcomes for students.

METHODS

This study employed a quantitative approach, as the data obtained were in numerical form and analysed using statistical techniques. The quantitative approach was used to determine the influence of the independent variables—namely the integration of Meaningful Learning, Mindful Learning, and Joyful Learning models—on the dependent variable, which was the learning motivation of Grade IX students.

The type of research applied in this study was associative quantitative research, as the study aimed to examine the relationship and influence between two or more variables. Specifically, this research sought to investigate the effect of integrating Meaningful Learning, Mindful Learning, and Joyful Learning models on students' learning motivation in Fiqh subjects at MTs Bilingual Muslimat NU Pucang Sidoarjo.

According to Feriyanto and Anjariyah, a quantitative approach enables researchers to conduct a deeper analysis of how and why these learning models interact with one another in enhancing learning motivation. In addition, this approach allows the direct effects of factors influencing students' learning motivation to be evaluated and presented in a more systematic manner.

In applying the quantitative approach, several elements were considered, including data collection techniques using questionnaires specifically designed to explore aspects of the three learning models. This contributed to the validity of the findings obtained. Adkha et al. also stated that the use of various analytical techniques, such as regression analysis and descriptive statistics, can assist researchers in describing and analysing relationships between variables more effectively.

The population of this study consisted of all Grade IX students at MTs Bilingual Muslimat NU Pucang Sidoarjo, totalling 191 students. This population was considered relevant because all students participated in Fiqh learning that implemented the learning models examined in this study. The sample size was determined using the Slovin formula, resulting in a total sample of 130 students.

FINDINGS AND DISCUSSION

1. **Normality Test**

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		130
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.51192112
Most Extreme	Absolute	.068

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Differences	Positive	.049
	Negative	-.068
Test Statistic		.068
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the decision-making criteria, if the significance value (p-value) > 0.05, the data or residuals are considered to be normally distributed. Since the Asymp. Sig. value was 0.200 > 0.05, it can be concluded that the residuals were normally distributed. Therefore, the assumption of normality was fulfilled, and further analysis, such as regression analysis, could be conducted.

2. Multicollinearity Test

The multicollinearity test in this study was conducted by examining the Tolerance and Variance Inflation Factor (VIF) values in the Coefficients table (Collinearity Statistics)

Table 2. Multicollinearity Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
1		B	Std. Error	Beta			Tolerance	VIF
	(Constant)	13.530	2.595		5.214	.000		
	X2	.811	.083	.765	9.804	.000	.614	1.627
	X3	.220	.078	.225	2.804	.006	.581	1.720
	X1	-.428	.090	-.389	-4.731	.000	.554	1.805
a. Dependent Variable: Y								

Based on the results of the multicollinearity test in the regression model, the Tolerance values for variables X2, X3, and X1 were 0.614, 0.581, and 0.554 respectively. Meanwhile, the VIF values for X2, X3, and X1 were 1.627, 1.720, and 1.805 respectively. Since all independent variables had Tolerance values greater than 0.10 and VIF values lower than 10, it can be concluded that there were no symptoms of multicollinearity in the regression model. Therefore, the model was considered appropriate for further analysis.

The multiple linear regression analysis in this study was conducted to determine the effect of the integration of Meaningful Learning (X1), Mindful Learning (X2), and Joyful Learning (X3) on Students' Learning Motivation (Y).

Table 3. Model Summary

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727[a]	.529	.517	2.542
a. Predictors: (Constant), X1, X2, X3				
b. Dependent Variable: Y				

Based on the Model Summary output, the values obtained were R = 0.727, R Square (R^2) = 0.529, Adjusted R Square = 0.517, and Std. Error of the Estimate = 2.542. The independent variables included in the model were X1, X2, and X3, while the dependent variable was Y.

The R Square value of 0.529 indicates that variables X1, X2, and X3 collectively explained 52.9% of the variation in variable Y, while the remaining 47.1% was influenced by other factors outside the research model.

Table 4. ANOVA Test

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	913.035	3	304.345	47.112	.000[b]
	Residual	813.957	126	6.460		
	Total	1726.992	129			

a. Dependent Variable: Y

b. Predictors: (Constant), X1, X2, X3

Based on the ANOVA output (F-test), the calculated F-value was 47.112 with a significance value of 0.000 (p < 0.05) in the regression model involving predictors X1, X2, and X3, with Y as the dependent variable (df regression = 3; df residual = 126). Since the significance value was lower than 0.05, H0 was rejected.

Therefore, it can be concluded that the Meaningful Learning model (X1), Mindful Learning model (X2), and Joyful Learning model (X3) simultaneously had a significant effect on students' learning motivation (Y).

Table 5. Coefficients Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
1		B	Std. Error	Beta		

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	(Constant)	13.530	2.595		5.214	.000
	X2	.811	.083	765	9.804	.000
	X3	.220	.078	.225	2.804	.006
	X1	-.428	.090	-.389	-4.731	.000

a. Dependent Variable: Y

Based on the results of the partial t-test in the regression model with Y as the dependent variable, the following findings were obtained:

1. Variable X1

For variable X1, the t-value obtained was -4.731 with a significance value of 0.000 (< 0.05). Therefore, H0 was rejected, indicating that X1 had a significant effect on Y. The regression coefficient value was B = -0.428 (negative), meaning that every one-unit increase in X1 decreased Y by 0.428 units, assuming the other variables remained constant.

2. Variable X2

The t-test results for variable X2 showed a t-value of 9.804 with a significance value of 0.000 (< 0.05). Thus, H0 was rejected, indicating that X2 had a significant effect on Y. The regression coefficient value was B = 0.811 (positive), meaning that every one-unit increase in X2 increased Y by 0.811 units, assuming the other variables remained constant.

3. Variable X3

Variable X3 had a t-value of 2.804 with a significance value of 0.006 (< 0.05). Therefore, H0 was rejected, indicating that X3 had a significant effect on Y. The regression coefficient value was B = 0.220 (positive), meaning that every one-unit increase in X3 increased Y by 0.220 units, assuming the other variables remained constant.

DISCUSSION

1. The Effect of the Meaningful Learning Model on Students' Learning Motivation

The regression analysis showed that the Meaningful Learning model (X1) had a negative and significant effect on students' learning motivation (Y), amounting to 42.8%. This indicates that every increase in the implementation of Meaningful Learning was followed by a decrease in the value of Y by 42.8%. In addition, the Standardised Coefficient (Beta) value of 38.9% indicates that the contribution of X1 to Y was categorised as moderately strong, although the direction of the relationship was negative. The significance value of 0.000 confirms that this effect was statistically significant. Therefore, the hypothesis stating that X1 influences Y can be accepted; however, the direction of the effect is negative. These findings suggest that the effectiveness of Meaningful Learning does not always produce positive outcomes, as it may be influenced by the learning context, instructional design, student characteristics, and teaching strategies employed.

Various previous studies have examined the effect of learning models on students' motivation and learning outcomes. One of the models discussed is Meaningful Instructional Design (MID). Research findings have shown that this learning model does not have a significant effect on students' motivation and cognitive learning outcomes, as indicated by a significance value greater than 0.05, resulting in the acceptance of the null hypothesis (H0) and rejection of the alternative hypothesis (H1).

A study conducted by Gumala et al. found a positive relationship between learning motivation and students' science learning outcomes; however, these findings did not support the use of the MID model in significantly improving motivation and learning outcomes. In this context, the influence generated by other learning models may be more apparent than that of MID, indicating that the model is not always effective for all groups of students.

Research conducted by Kurniawati et al. emphasised the importance of learning motivation in achieving academic success while also recommending more varied learning models that are better suited to students' needs. For instance, the use of instructional media or more interactive learning models may lead to improvements in both learning motivation and classroom learning outcomes.

Furthermore, previous studies have also indicated that the Meaningful Instructional Design model does not show a significant influence on motivation and learning outcomes, highlighting the need for further investigation to understand these more complex dynamics. Other studies have demonstrated that models such as Problem-Based Learning (PBL) and the use of innovative learning media produce better results and may serve as references for the future development of educational practices. Further research is therefore required to explore variations in findings based on different teaching contexts and conditions.

Based on the explanation above, this study presents a new finding indicating that Meaningful Learning (X1) has a negative and significant effect on Y, as demonstrated by a regression coefficient of -0.428 with a significance value of 0.000 (t = -4.731; Beta = -0.389). This means that the higher the implementation of X1, the lower the value of Y tends to be. These findings indicate that the effectiveness of Meaningful Learning is highly dependent on the context and quality of its classroom implementation, including the integration of other learning models that can support the enhancement of students' learning motivation.

2. The Effect of the Mindful Learning Model on Students' Learning Motivation

The regression analysis showed that Mindful Learning (X2) had a positive and statistically significant effect on students' learning motivation (Y), with a regression coefficient of 0.811 and a significance value of 0.000. These findings confirm that Mindful Learning contributes positively to improving students' learning motivation. This result is consistent with previous studies demonstrating that the Mindful Learning approach can enhance students' focus, emotional regulation, and motivation, which subsequently have a positive impact on academic achievement.

A study by Saputra et al. revealed that the implementation of Mindful Learning in the classroom helps students develop concentration skills while also increasing their self-confidence and motivation. Similarly, the application of Mindful Learning activities involving reflection and structured practices, as described by Ellis et al., can create meaningful learning experiences that improve students' motivation and emotional satisfaction. Through such activities, students may experience improvements in their learning processes and discover enjoyment in learning, which is an essential component of academic achievement.

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Furthermore, research conducted by Liu et al. explained how mindfulness can foster students' academic resilience. The study found that students who adopted a Mindful Learning approach were more capable of actively engaging in learning, which positively affected their educational involvement. These findings are in line with those of Aldbyani et al., who demonstrated a positive relationship between mindfulness disposition and academic achievement, as well as the important role of motivation in the learning process. This indicates that students trained in Mindful Learning are not only better prepared to absorb learning materials but are also more motivated to understand content that is often normative and contextual in nature, including Fiqh subjects.

Other supporting factors contributing to these positive outcomes include self-awareness and emotional management skills, both of which can be developed through mindfulness practices. For example, Yang et al. found a positive relationship between mindful self-regulation abilities and learning motivation. In addition, Corti and Gelati demonstrated how learning programmes integrating mindfulness could improve university students' learning abilities by incorporating self-regulation strategies, which are essential for achieving academic success.

Overall, the evidence suggests that Mindful Learning is an effective approach for improving students' motivation and learning outcomes. By enhancing students' focus and emotional regulation, Mindful Learning supports better comprehension of learning materials while also establishing a strong foundation for sustainable academic success.

3. The Effect of the Joyful Learning Model on Students' Learning Motivation

The regression analysis demonstrated that Joyful Learning (X3) had a positive and statistically significant effect on students' learning motivation (Y), with a regression coefficient of 0.220 and a significance value of 0.006. These findings confirm that Joyful Learning contributes positively to the improvement of students' learning motivation.

These findings are consistent with previous studies examining the Joyful Learning approach in Islamic Religious Education (PAI), which indicate that this strategy significantly contributes to increasing students' interest, learning motivation, and understanding of religious concepts. Research conducted by Naziha and Fitriani revealed that the implementation of an ice-breaking-based Joyful Learning model in mufradat learning at MTs Singosari increased students' participation, learning motivation, and overall learning outcomes. This demonstrates that an enjoyable learning atmosphere can stimulate student engagement, foster enthusiasm for learning, and encourage active interaction with the learning material.

Furthermore, Salsabila's study on the implementation of Joyful Learning methods in Islamic Religious Education at SMP Muhammadiyah Sukaramai showed that this method successfully enhanced students' motivation and attracted greater interest in participating actively in the learning process. These findings demonstrate a strong relationship between the implementation of the Joyful Learning approach and the improvement of students' learning interest, particularly in subjects often perceived as rigid or normative, such as Fiqh.

Research by Feriyanto and Anjariyah also confirmed that the Joyful Learning approach can facilitate positive emotional development and increase student involvement in learning activities. They identified that integrating game-based and artistic activities into learning could improve conceptual understanding and increase students' interest in the subject matter. Such engagement is particularly crucial in Fiqh learning, which requires contextual understanding and the application of religious principles in everyday life.

These findings support the argument that implementing Joyful Learning strategies not only provides enjoyable learning experiences but also helps students understand Fiqh material more effectively. This approach contributes to creating a learning environment that supports discussion and exploration, both of which are essential for complex religious topics that often require critical thinking and deep reflection.

Overall, evidence from various studies indicates that Joyful Learning is effective in enhancing motivation and learning outcomes within the context of Islamic Religious Education, thereby providing a solid foundation for its implementation in Fiqh instruction and its relevance to students' learning experiences.

4. The Effect of the Integration of Meaningful Learning, Mindful Learning, and Joyful Learning Models on Students' Learning Motivation

The regression analysis through the simultaneous test (F-test) revealed that variables X1, X2, and X3 collectively had a significant effect on students' learning motivation (Y). This is indicated by an F-value of 47.112 with a significance level of 0.000, which is lower than 0.05. These findings confirm that the integration of Meaningful Learning, Mindful Learning, and Joyful Learning models has significant potential to positively influence student engagement, intrinsic motivation, and learning outcomes.

Research conducted by Ali et al. demonstrated that mindfulness serves as an important mediator between intrinsic motivation and study engagement, highlighting the importance of mindfulness components within the learning process. This study emphasises that an approach combining different aspects of learning can create a more supportive environment for students to actively participate and remain motivated in learning activities.

The integration of these three approaches was further explored by Jeet and Pant, who found that learning experiences designed with elements of Joyful Learning could help students develop essential twenty-first-century skills. Their research indicated that when students are engaged in meaningful and enjoyable learning experiences, they are more likely to participate in deep knowledge construction processes. Such an approach not only strengthens motivation but also improves learning outcomes because students become more prepared to receive and integrate knowledge effectively.

In another context, research conducted by Nugrahani et al. showed that social support and achievement motivation significantly contributed to student engagement during the pandemic period. This finding suggests that positive environments and peer support can strengthen the effect of integrating learning models on both motivation and academic achievement. It also supports the argument that supportive learning environments, which may be created through the integration of various learning models, help students achieve better academic performance.

Similarly, Meng et al. highlighted the importance of motivational aspects in the influence of mindfulness on academic outcomes.

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Their study explained that achievement motivation plays a significant role in reducing procrastination behaviour, which in turn positively affects students' learning outcomes. These findings further reinforce the argument that the integration of Meaningful Learning, Mindful Learning, and Joyful Learning can create interconnected processes that mutually support the enhancement of students' motivation and academic achievement.

Overall, evidence from various studies supports the hypothesis that integrating these learning models not only improves learning motivation but also has a positive impact on learning outcomes. By employing a comprehensive and integrated approach, learning can become more effective, engaging, and satisfying for students.

CONCLUSION

The findings of this study indicate that students' learning motivation is a multidimensional construct influenced by the quality of the learning approaches implemented in the classroom. The results demonstrate that the three learning models—Meaningful Learning, Mindful Learning, and Joyful Learning—have different effects on students' learning motivation, both partially and simultaneously. The differences in the direction and strength of these effects suggest that the effectiveness of a learning model cannot be regarded as universal; rather, it is highly dependent on the context of implementation, student characteristics, instructional design, and teachers' ability to integrate relevant and meaningful learning experiences.

The most significant and novel finding of this study is the discovery that Meaningful Learning has a negative and significant effect on students' learning motivation. This result indicates that meaningful learning does not automatically lead to increased learning motivation. In practice, when the learning process demands excessive meaning construction, concept processing, or knowledge integration that is not aligned with students' cognitive readiness and psychological needs, it may instead create learning pressure, boredom, and decreased interest in learning. These findings provide a new perspective that the success of Meaningful Learning depends not only on its theoretical concepts but also on the quality of pedagogical implementation, the relevance of the material to students' experiences, and the support of other learning strategies capable of maintaining students' emotional engagement.

In contrast, Mindful Learning was found to be the most dominant variable positively influencing students' learning motivation. These findings indicate that students' ability to learn consciously, attentively, reflectively, and with good emotional regulation is an important factor in building sustainable learning motivation. This approach helps students not only understand academic material but also develop self-awareness, learning resilience, and active engagement in the learning process. Therefore, learning motivation is shaped not merely through cognitive aspects but also through a balance between attention, emotional management, and more humanistic learning experiences.

Furthermore, Joyful Learning was also proven to have a positive and significant effect on students' learning motivation. These findings confirm that a pleasant, interactive, and low-pressure learning environment plays an important role in enhancing students' interest, participation, and enthusiasm for learning. Learning experiences that incorporate psychological comfort, creativity, and enjoyment strengthen students' emotional connection to the subject matter, particularly in subjects often perceived as normative and conceptual, such as Fiqh. This demonstrates that the affective dimension of learning contributes just as importantly as the cognitive dimension in fostering students' learning motivation.

Simultaneously, the integration of Meaningful Learning, Mindful Learning, and Joyful Learning showed a significant influence on students' learning motivation. These findings suggest that optimal learning motivation cannot be developed through a single learning approach alone, but rather requires the integration of multiple complementary learning dimensions. Effective learning is not only meaningful but also capable of fostering self-awareness and creating enjoyable learning experiences. The integration of these three approaches forms a more holistic learning ecosystem in which students gain not only conceptual understanding but also emotional engagement, self-reflection, and psychological comfort throughout the learning process.

Theoretically, this study strengthens the view that learning motivation is influenced by a complex interaction among cognitive, affective, and self-regulation factors. Practically, the findings provide important implications for teachers and curriculum developers to focus not only on conceptual understanding but also on students' learning awareness and emotionally supportive learning environments. Therefore, future learning practices should be directed towards integrative learning models that balance meaningful content, awareness in the learning process, and enjoyable learning experiences as the primary foundation for sustainably enhancing students' learning motivation.

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