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Enhancing Students' Motivation in *Tahfizul Qur'an* Education: School Counseling and Teacher Support as Predictors

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Abstract

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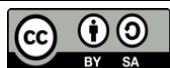
Dukungan guru;
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Learning motivation is a critical determinant of students' engagement and persistence in educational programs that require sustained effort, such as tahfizul Qur'an education. Previous studies suggest that external support systems, including school counseling services and teacher support, play a vital role in creating a positive environment that enhances motivation and academic success. This study examined school counseling services and teacher support as predictors of students' learning motivation within a Qur'an memorization program. A quantitative approach utilizing multiple linear regression analysis was conducted using SPSS 29. The sample comprised 125 students selected through random sampling. The results revealed that both school counseling services and teacher support have a significant positive relationship with students' learning motivation. The regression model yielded an F-value of 212.9 ($p < .001$). Both school counseling services and teacher support significantly and positively predicted students' learning motivation. School counseling services showed a significant positive predictive coefficient ($\beta = .521$, $p < .001$), while teacher support demonstrated a slightly stronger predictive coefficient ($\beta = .561$, $p < .001$). Together, the two predictors explained 77.7% of the variance in students' learning motivation ($R^2 = .777$), with the remaining 22.3% influenced by unexamined variables. These findings underscore the strategic importance of integrating counseling services and teacher support to cultivate a nurturing environment that sustains student motivation in tahfiz education.

[Motivasi belajar merupakan faktor krusial bagi keterlibatan dan ketahanan siswa dalam program pendidikan yang membutuhkan usaha berkelanjutan, seperti pendidikan *Tahfizul Qur'an*. Penelitian terdahulu menunjukkan bahwa sistem dukungan eksternal, termasuk layanan bimbingan konseling dan dukungan guru, berperan penting dalam menciptakan lingkungan belajar yang positif untuk meningkatkan motivasi serta keberhasilan akademik. Penelitian ini bertujuan untuk menguji layanan bimbingan konseling dan dukungan guru sebagai prediktor terhadap motivasi belajar siswa dalam program menghafal Al-Qur'an. Pendekatan kuantitatif dengan analisis regresi linier berganda dilakukan menggunakan SPSS 29. Sampel penelitian terdiri dari 125 siswa yang dipilih melalui teknik random sampling. Hasil penelitian menunjukkan bahwa layanan bimbingan konseling dan dukungan guru memiliki hubungan positif yang signifikan dengan motivasi belajar siswa. Model regresi menghasilkan nilai F sebesar 212,9 ($p < 0,001$). Layanan bimbingan dan konseling di sekolah serta dukungan guru secara signifikan dan positif memprediksi motivasi belajar siswa. Layanan bimbingan dan konseling menunjukkan koefisien prediksi positif yang signifikan ($\beta = .521$, $p < .001$),

sedangkan dukungan guru menunjukkan koefisien prediksi yang sedikit lebih kuat ($\beta = .561$, $p < .001$). Secara simultan, kedua variabel prediktor ini mampu menjelaskan 77,7% varians pada motivasi belajar siswa ($R^2 = 0,777$), sementara 22,3% sisanya dipengaruhi oleh variabel lain yang tidak diteliti. Temuan ini menegaskan pentingnya integrasi layanan konseling dan dukungan guru secara strategis untuk membina lingkungan belajar yang kondusif guna menjaga motivasi siswa dalam pendidikan *Tahfiz*.]

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Introduction

In recent years, the growing emphasis on Islamic based education particularly Qur'an memorization (*tahfiz*) programs reflect increasing public awareness of the vital role religious education plays in holistic student development (Nafi'ah & Fitri, 2022). Many educational institutions now integrate academic curricula with structured *tahfiz* programs to cultivate both cognitive and moral competencies, signaling a strong commitment to producing graduates with sound religious understanding and character (Bakar & Zulkifli, 2024). Beyond achieving memorization targets, these programs aim to foster discipline, responsibility, and perseverance. However, the process of memorizing the Qur'an presents significant challenges, including time management difficulties, suboptimal learning environments, and demanding memorization strategies (Agustina et al., 2020). Students frequently struggle to balance intensive *tahfiz* requirements with general academic workloads, leading to cognitive overload, diminished persistence, and a failure to meet expected targets (Arini & Widawarsih, 2021; Henrik et al., 2023; Ifana, 2023). Although *tahfiz* offers profound spiritual and personal benefits (Assingkily, 2019), these multifaceted difficulties underscore learning motivation as a critical determinant of student success, engagement, and persistence.

Learning motivation encompasses the internal and external drivers that activate, direct, and sustain educational behaviors. Grounded in Self-Determination Theory (SDT), human motivation relies on fulfilling three basic psychological needs: autonomy, competence, and social relatedness (Ryan & Deci, 2017; Guay, 2022). Intrinsic motivation flourishes when students experience control over their learning (autonomy), confidence in their capabilities (competence), and supportive relationships (relatedness), whereas extrinsic motivation is shaped by external rewards, expectations, and environmental support (Ryan & Deci, 2020). In *tahfiz* contexts, higher motivation translates to superior engagement, willingness, persistence (*istiqomah*), resilience, and enthusiasm (Nik Abdullah et al., 2022). This motivational drive is influenced by both internal factors (intention and personal desire) and external social structures, including teachers, parents, counselors, and the broader learning environment (Nik Abdullah et al., 2021).

Two pivotal external support systems in schools are school counseling services and teacher support. School counseling is a comprehensive, developmental service that provides psychological assistance, information sharing, skill cultivation, and conflict resolution to foster students' emotional resilience, self-awareness, and academic success (Boulden, 2022). School counseling represents an important student-support mechanism through which schools can address academic, personal, and developmental needs. Recent evidence indicates that counseling interventions facilitated by school counselors can contribute to students' academic and motivational outcomes. Previous studies demonstrate that counseling helps students manage stress, optimize time management, prevent learning difficulties, and maintain emotional balance (Handoko, 2020; Pino-James et al., 2019; Sharma et al., 2023). In the Indonesian context, guidance and counseling services

have also been associated with improvements in students' self-efficacy and learning motivation (Riyanti, 2019; Faizah & Fahyuni, 2025). More specifically, recent research in an Islamic boarding school context demonstrated that group counseling using motivational interviewing significantly increased students' learning motivation (Nasution et al., 2024). These findings suggest that counseling services may constitute an important contextual support for sustaining students' motivation in demanding educational environments.

Concurrently, teacher support, particularly through autonomy-supportive, structured, and involved instructional practices, represents another important source of motivational support. Supportive teacher behaviors can facilitate students' satisfaction of autonomy, competence, and relatedness needs, thereby promoting more autonomous forms of motivation (Guay, 2022). Teacher support provides the instructional clarity, emotional warmth, and motivational encouragement necessary to build student confidence and belonging (Soenens et al., 2018; Vansteenkiste et al., 2020). More recent meta-analytic evidence involving hundreds of samples likewise demonstrates the central role of need-supportive interpersonal behaviors in students' motivational and educational experiences (Howard et al., 2025). Together, counseling and teacher support create a cohesive ecosystem that buffers academic stressors and promotes learning motivation, particularly in religious education settings (Hasanah, 2018; Sutrisno, 2019).

Despite these theoretical assertions, a preliminary study was conducted in March 2024 by interviewing three *Tahfizul Qur'an* students at SMA Ihsanul Fikri Mungkid. Data were collected through semi-structured interviews focusing on students' learning experiences and motivational challenges, particularly in maintaining learning consistency, managing time between *tahfiz* and academic demands, and sustaining persistence toward memorization targets. The students' accounts also highlighted the perceived importance of teacher guidance, encouragement, and access to school-based support when facing learning difficulties. Although these preliminary findings are exploratory and cannot be generalized, they reinforce the relevance of empirically examining the role of school counseling services and teacher support in relation to students' learning motivation.

The novelty of the present study lies in its integrative examination of school counseling services and teacher support as simultaneous statistical predictors of learning motivation among students in *Tahfizul Qur'an* education. Previous studies have generally examined the role of counseling services or teacher support separately, while limited empirical attention has been given to their combined contribution within the specific context of intensive Qur'an memorization programs (e.g., Handoko, 2020; Sutrisno, 2019). This study therefore extends existing research by bringing together two complementary forms of school based support psychological developmental support through counseling services and instructional relational support through teachers within a single predictive model. Furthermore, by applying the Self-Determination Theory framework, the study positions these support systems as contextual resources that may facilitate students' psychological needs for autonomy, competence, and relatedness, thereby strengthening their learning motivation. The study consequently offers a context specific empirical contribution to the literature on student motivation in Islamic education, particularly in *Tahfizul Qur'an* settings where academic and religious learning demands coexist.

Based on the background and research gap described above, this study addresses the following research to what extent do school counseling services and teacher support simultaneously predict students' learning motivation in *Tahfizul Qur'an* education. More specifically, the study examines whether school counseling services and teacher support jointly make a significant contribution to explaining variations in students' learning motivation.

Method

This study employed a quantitative research design aimed at systematically examining the relationships among variables through measurable data and statistical analysis, it enables hypothesis testing, objective measurement, and the identification of patterns of association between independent variables (school counseling services and teacher support) and the dependent variable (students' learning motivation). The research was conducted within a structured educational setting involving 182 students enrolled in *tahfizul Qur'an* program in SMA

Ihsanul Fikri Mungkid Magelang, as population. A total of 125 respondents were selected using a simple random sampling strategy, whereby every eligible member of the population had an equal probability of being selected. The sample size of 125 respondents was determined using the Slovin formula with a 5% margin of error, based on a total population of 182 eligible students. Respondents were required to meet the following inclusion criteria: (1) currently enrolled in a structured *tahfizul Qur'an* program and (2) actively participated in regular *tahfiz* learning activities for at least six months. The minimum six-month respondent criterion was established to ensure that respondents had sufficient experience with Qur'an memorization activities and the *tahfiz* learning environment to provide informed perspectives on their experiences. Participation was voluntary and respondents were included only after agreeing to complete the research instrument.

Research data were gathered through a structured self-report survey distributed to the chosen participants. The instrument used in this study was a self-developed questionnaire designed to measure students' learning motivation in the *tahfizul qur'an*. The instrument was developed based on the theoretical dimensions of learning motivation, school counseling services and teacher support. The instrument utilized a six-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (6). A neutral response option was intentionally omitted to encourage respondents to express a more directional evaluation and to reduce the potential for central tendency bias. The instrument blueprint, including the measured dimensions, indicators, and corresponding item numbers, is presented in Table 1.

Table 1. The Instrument Blueprints

Variable	Dimension	Indicator	Item Number	Number of Items
1. Student Learning Motivation (Y)	Persistence	Regular memorization review	5, 6, 7	3
		Persistence in overcoming difficulties	14, 15	2
	Goal Orientation	Clear memorization intention	1, 2	2
		Short- and long-term memorization targets	18, 19, 20, 21	4
	Effort	Use of free time for memorization	3, 4	2
		Regular memorization schedule	8, 9, 10	3
	Enthusiasm in Learning	Use of <i>murottal</i> to strengthen memorization	11, 12, 13	3
		Optimistic attitude toward learning difficulties	16, 17	2
		Concrete action plans for memorization targets	22	1
		Total Items		22
2. School Counseling Services (X1)	Psychological Support	Emotional and psychological support from counselors or advisors	1, 4	2
		Opportunity to discuss challenges and anxiety in Qur'an memorization	7, 10	2
	Information and Resources Provision	Information on Qur'an memorization techniques and strategies	2, 5	2
	Skill Development	Guidance in developing effective memorization strategies	8, 11	2

3. Teacher Support (X2)	Problem Solving	Assistance in overcoming problems and obstacles in Qur'an memorization	3, 12	2
		Assistance in finding solutions to memorization-related challenges	6, 9	2
	Total Items			12
	Autonomy Support	Freedom to choose suitable memorization methods	1, 2, 3	3
		Constructive feedback and support for students' choices	4, 5, 6	3
	Teacher Involvement	Regular interaction and monitoring of students' memorization progress	7, 8, 9	3
		Continuous guidance and motivation in Qur'an memorization	10, 11	2
		Responsiveness to students' questions and need for assistance	12, 13, 14	3
	Teacher Structure	Structured memorization schedules	15, 16	2
		Clear rules, guidelines, and memorization targets	17, 18	2
		Regular evaluation and feedback on students' progress	19, 20	2
	Total Items			20

The instrument pilot testing was performed to assess the relevance and clarity of the items, ensuring the final instrument was easily understood by the target population. Instrument quality was evaluated through validity and reliability testing. Item validity was examined to determine whether each item adequately represented the intended construct, while reliability was assessed using Cronbach's alpha coefficient to evaluate the internal consistency of each scale. An item was considered to demonstrate satisfactory validity when its item-total correlation met the predetermined statistical criterion. For reliability, a Cronbach's alpha coefficient of ≥ 0.70 was considered acceptable, indicating adequate internal consistency among the items measuring each construct. These procedures were conducted separately for the school counseling services, teacher support, and learning motivation scales. The reliability analysis, that presenting in Table 2, indicated good to excellent internal consistency across all research instruments. Cronbach's alpha coefficients were 0.929 for the 22-item Learning Motivation Scale, 0.933 for the 12-item School Counseling Service Scale, and 0.850 for the 20-item Teacher Support Scale. These coefficients exceeded the recommended minimum value of 0.70, indicating that all three scales demonstrated satisfactory internal consistency and were considered reliable for subsequent analysis.

Table 2. Instrument variable reliability

Instrument Variable	Cronbach's Alpha	N of Items
Learning Motivation Scale	.929	22
School Counseling Service Scale	.933	12
Teacher Support Scale	.850	20

Data collection was conducted in July 2024 after permission had been obtained from the participating educational institutions. Eligible students were informed about the purpose and

procedures of the study and were invited to participate voluntarily. After providing informed consent, respondents completed the research questionnaire, which consisted of the Learning Motivation Scale, School Counseling Service Scale, and Teacher Support Scale. The questionnaires were administered directly to the selected respondents under the supervision of the researchers to ensure that the instructions were clearly understood and that the instruments were completed independently. Completed questionnaires were subsequently checked for completeness before being included in the data analysis.

The relationship between the variables was examined using multiple linear regression analysis. The model identifies not only the direction and magnitude of the predictive relationship of counseling and teacher support but also the overall explanatory capacity of the study's framework. Before proceeding with the hypothesis evaluation, a normality check was utilized to confirm the distribution of residuals, a prerequisite for accurate statistical conclusions. Furthermore, linearity was assessed to ensure a straight-line relationship between the predictors and the outcome variable. To prevent the distortion of regression coefficients, multicollinearity was examined through VIF and tolerance metrics, confirming that the independent variables were sufficiently distinct. Finally, heteroscedasticity was tested to verify that residual variance remained uniform. As the data satisfied all these criteria, the model was deemed appropriate for subsequent analysis. The evaluation of the research hypotheses was conducted through the coefficient of determination (R^2) and the F-test. The R^2 metric served to quantify the percentage of variance in student motivation accounted for by the model's predictors. Concurrently, the F-test was utilized to determine the overall statistical validity of the regression, assessing whether the independent variables collectively exerted a significant influence on the outcome. By integrating these analytical tools, the study offers compelling evidence concerning the intensity and importance of the observed associations.

Result

Descriptive analysis was conducted to examine the distribution and general tendencies of students' perceptions of school counseling services, teacher support, and learning motivation. As presented in Table 3, the mean scores of all three variables fell within the moderate category. Learning motivation had a mean score of 93.73, school counseling services had a mean score of 52.84, and teacher support had a mean score of 79.48. The majority of students were classified within the moderate category for learning motivation (79 students; 63.2%) and teacher support (79 students; 63.2%). For school counseling services, 59 students (47.2%) were classified in the moderate category, while 53 students (42.4%) were in the high category. These findings indicate that students generally perceived their learning motivation, school counseling services, and teacher support at moderate levels.

Table 3. Descriptive Statistics of Research Variables

Variable	Mean	Score	N
Learning Motivation	Mean	93,73	
	Min	70	
	Max	118	
	N	125	
	Category:		
	Low	Score $\leq$ 85	25
	Moderate	86 $\leq$ score $\leq$ 101	79
	High	Score $>$ 101	21
School Counseling	Mean	52,84	
	Min	26	
	Max	72	
	N	125	

	Category:	Score ≤ 41	13
	Low	$42 \leq \text{score} \leq 56$	59
	Moderate	Score > 56	53
	High		
Teacher Support	Mean	79,48	
	Min	45	
	Max	110	
	N	125	
	Category:		
	Low	Score ≤ 66	16
	Moderate	$67 \leq \text{score} \leq 88$	79
	High	Score > 88	30

Before conducting the multiple linear regression analysis, classical assumption tests were performed to assess the suitability of the regression model. The Kolmogorov-Smirnov test indicated that the residuals were normally distributed ($p = .063 > .05$). The Glejser test showed non-significant results for school counseling services ($p = .138$) and teacher support ($p = .132$), indicating that the model did not exhibit heteroscedasticity. The linearity test also indicated significant linear relationships between school counseling services and learning motivation, as well as between teacher support and learning motivation (both $p < .001$). Furthermore, the multicollinearity diagnostics showed tolerance values of .894 and VIF values of 1.119 for both predictors. These values were within the acceptable criteria, indicating that multicollinearity was not present. Overall, the assumption tests supported the suitability of the data for multiple linear regression analysis.

Table 4. Summary of Classical Assumption Tests

Normality Test			Sig.
Kolmogorov-Smirnov			0.063
Heteroscedasticity Test (Glejser test)			
Model			Sig.
X1 (School Counseling – Motivation)			.138
X2 (Teacher Support – Motivation)			.132
Linearity Test			
	X1	X2	
Linearity	<.001	<.001	
Multicollinearity Test			
Model			Tolerance
X1			.894
X2			.894
			VIF
			1.119
			1.119

Multiple linear regression analysis was conducted to examine the simultaneous predictive contributions of school counseling services and teacher support to students' learning motivation. As shown in Table 5, the regression model was statistically significant, $F = 212.979$, $p < .001$, with an R^2 of .777. This indicates that school counseling services and teacher support collectively accounted for 77.7% of the variance in students' learning motivation, while the remaining 22.3% was associated with other factors not included in the present model.

The partial regression coefficients presented in Table 6 further showed that both predictors had statistically significant positive relationships with learning motivation. School counseling services significantly predicted learning motivation ($B = .319$, $\beta = .521$, $t = 11.539$, $p < .001$). Teacher support also significantly predicted learning motivation ($B = .365$, $\beta = .561$, $t = 12.414$, $p < .001$). Based on the standardized regression coefficients, teacher support demonstrated a slightly stronger predictive contribution than school counseling services. The resulting regression equation was $Y = 35.670 + .319X_1 + .365X_2$. Thus, while both forms of school-based support were significant

predictors of learning motivation, teacher support showed the larger standardized predictive coefficient in the present sample.

Table 5. Multiple Linear Regression Results

F	Sig.	R Square
212.979	.000	.777

Table 6. Partial Regression Coefficients Results

Predictor	B	Beta	t	Sig.
Constant	35.670	—	15.079	< .001
X1 School Counseling	0.319	0.521	11.539	< .001
X2 Teacher Support	0.365	0.561	12.414	< .001

Overall, the findings indicate that school counseling services and teacher support were both significant positive predictors of learning motivation among students in *tahfizul Qur'an* education. Although the descriptive levels of all three variables were generally moderate, the regression model demonstrated a substantial explanatory capacity, with the two predictors collectively accounting for 77.7% of the variance in learning motivation. Teacher support showed a slightly larger standardized predictive coefficient than school counseling services. These findings provide an empirical basis for further examining how different forms of school-based support may be associated with students' learning motivation within the distinctive educational context of *tahfizul Qur'an*.

Discussion

The present study found that school counseling services and teacher support were both significant positive predictors of students' learning motivation in *tahfizul Qur'an* education. Together, the two predictors accounted for 77.7% of the variance in learning motivation ($R^2 = .777$), indicating a substantial explanatory capacity of the model. Teacher support demonstrated a slightly higher standardized predictive coefficient ($\beta = .561$) than school counseling services ($\beta = .521$). Rather than suggesting a causal effect or statistical interaction between the two predictors, these findings indicate that both forms of school-based support make substantial and distinct predictive contributions to students' learning motivation.

This finding is particularly relevant when considered within the educational characteristics of *tahfizul Qur'an*. Unlike conventional academic settings in which students primarily manage curricular learning demands, students in *tahfiz* environments may simultaneously encounter academic requirements and sustained Qur'an memorization demands. Qur'an memorization requires repeated practice, continuous review, self-regulation, persistence, and achievement of memorization targets. Consequently, students' motivation in this context may be closely connected not only to their individual motivational characteristics but also to the quality of support available within their immediate educational environment.

School counseling services also demonstrated a significant positive predictive relationship with learning motivation ($\beta = .521$). This finding supports the view that students' motivation is not solely determined by instructional experiences but may also be related to the psychosocial support available within the school environment. School counseling contributes to learning motivation in Qur'an memorization by providing essential emotional support, self-regulation strategies, and problem-solving guidance. These interventions allow students to navigate both *tahfiz* pressures and personal challenges that might otherwise impede their cognitive focus. According to Savitz-Romer et al. (2020), school counselors play an important role in addressing social-emotional barriers that may interfere with students' academic engagement and motivation. In the context of Islamic education, recent studies have also reported a positive contribution of counseling services to students' learning motivation. For example, Sa'diah and Fatih (2023) found that counseling intervention was relevant to improving students' learning motivation in an Islamic boarding school

context, while Faizah et al. (2025) reported a positive contribution of Islamic counseling guidance to learning motivation among pesantren students. Recent research involving *tahfiz* students indicates that students may experience difficulties related to psychological readiness, self-regulation, time management, and maintaining consistency in memorization, with individual counseling perceived as helpful in managing motivation and related challenges (Nurdianti et al., 2026). Thus, the significant predictive contribution of school counseling services found in the present study may reflect the relevance of psychosocial support in helping students sustain their engagement within the multiple demands of *tahfizul* Qur'an education.

The relevance of school counseling may be particularly important in *tahfizul* Qur'an settings because students are required to manage multiple demands simultaneously. In addition to academic learning, students may need to maintain memorization schedules, participate in repeated revision, meet memorization targets, and adjust to the routines and expectations of *tahfiz* education. These demands may require sustained self-regulation and psychological adjustment. Within this context, counseling services may serve as an additional psychosocial support system that helps students manage difficulties that could otherwise interfere with their engagement in learning. The present finding therefore extends the discussion of school counseling beyond its conventional role in addressing individual student problems. In *tahfizul* Qur'an education, counseling may have relevance as part of a broader support system that helps students maintain psychological readiness, self-regulation, and engagement while navigating the combined demands of academic learning and Qur'an memorization. Nevertheless, because the present study did not examine specific counseling interventions or counseling mechanisms, this interpretation should be considered a contextual explanation of the observed predictive relationship rather than evidence of a particular counseling pathway.

Parallel to counseling, teacher support serves as a primary external determinant of student motivation in *tahfizul* Qur'an. The finding that teacher support was the slightly stronger predictor of learning motivation ($\beta = .561$) is consistent with a substantial body of educational research emphasizing the role of teacher-student interactions in students' motivational development. Teachers who provide autonomy support, clear structure, and constructive feedback create a classroom climate that nurtures student persistence. Recent empirical evidence from Mou et al. (2024) suggests that teacher support significantly predicts resilience and learning engagement, particularly in challenging environments. When teachers shift from controlling instructional styles to autonomy supportive ones acknowledging student perspectives and providing choices they facilitate the internalization of educational values. This is consistent with findings by Lazarides et al. (2020), which emphasize that the quality of the teacher-student relationship acts as a gateway for students to develop a sense of competence and long-term interest in the subject matter.

The relatively stronger predictive coefficient for teacher support in the present study may be particularly meaningful in the context of *tahfizul* Qur'an education. The teacher and student relationship in *tahfiz* is not limited to conventional classroom instruction. Teachers are directly involved in guiding learning activities, monitoring progress, providing feedback, and supporting students as they work toward memorization targets. The repeated and sustained nature of these interactions may make teacher support a particularly salient component of students' daily motivational environment. Supportive feedback, clear expectations, encouragement, and sensitivity to students' difficulties may therefore help students sustain their engagement when facing the repetitive and demanding nature of Qur'an memorization.

The notable combined effect (77.7%) underscores the imperative for an integrated support system within schools. An important contribution of the present study is the simultaneous examination of teacher support and school counseling services within a single predictive model. The two variables represent different but potentially complementary dimensions of school-based support. Teacher support is embedded primarily within students' everyday instructional and interpersonal experiences, whereas counseling services provide a more specialized avenue for addressing students' psychosocial, emotional, and self-regulatory needs. The significant contribution of both predictors suggests that students' learning motivation may be better understood as being associated with multiple layers of support rather than with a single source of

influence. This interpretation is consistent with Pöysä et al. (2019), who highlighted that student engagement is sensitive to the quality of students' everyday interactions within the school environment. From this perspective, motivation may be supported through different but complementary interactions occurring in students' daily educational experiences. Teachers provide ongoing instructional and relational support through classroom interactions, feedback, and guidance, while school counselors provide more specialized psychosocial support related to students' emotional well-being, self-regulation, and adjustment. When these forms of support are coordinated and mutually reinforcing, students may experience a more consistent and supportive educational environment that facilitates sustained engagement in learning.

This finding is particularly relevant for *tahfizul Qur'an* institutions. The demands of Qur'an memorization require students to sustain effort and engagement over an extended period, while their academic responsibilities require them to remain engaged with conventional school subjects. Consequently, motivational support may need to operate at both the instructional relational level and the psychosocial level. Teachers can provide day-to-day academic guidance, feedback, encouragement, and structure, while counselors can provide support related to emotional regulation, adjustment, goal setting, problem solving, and help-seeking. The present findings do not establish an interaction or synergistic effect between these two forms of support rather, they demonstrate that both independently contribute to the prediction of learning motivation when considered simultaneously. From this perspective, the findings suggest the potential value of an integrated school-support framework in *tahfizul Qur'an* education. Such a framework does not require teachers and counselors to perform identical functions. Instead, their respective roles can be coordinated so that instructional support and psychosocial support address different aspects of students' educational experience.

The findings contribute to the existing literature in two important ways. First, previous research has consistently established the relevance of teacher support and school-based psychosocial support to students' motivation in mainstream educational settings (Salma, 2022; Howard, 2024). However, relatively less attention has been given to how these forms of support operate simultaneously within *tahfizul Qur'an* education. By examining school counseling services and teacher support within the same regression model, the present study extends existing motivational research to an educational environment characterized by the simultaneous demands of academic learning and sustained Qur'an memorization.

Second, the study highlights the importance of considering the educational ecology of *tahfizul Qur'an* when interpreting students' learning motivation. Qur'an memorization involves continuous repetition, revision, target attainment, persistence, and self-regulation, while students may simultaneously be expected to meet conventional academic requirements. Previous studies in *tahfiz* education have identified teachers, parents, personal motivation, learning strategies, and religious practices as relevant factors in students' memorization experiences (Nik Abdullah, 2021; Nik Abdullah, 2022). The present findings add to this literature by demonstrating that two school based support systems teacher support and school counseling services jointly account for a substantial proportion of the variance in students' learning motivation.

Thus, the novelty of the present study does not lie in establishing that teacher support or counseling is related to motivation, which has already been demonstrated in broader educational research. Rather, its contribution lies in examining these two forms of support simultaneously within the specific educational ecology of *tahfizul Qur'an* and demonstrating their substantial predictive contribution to students' learning motivation. This contextualization provides a basis for understanding how established motivational mechanisms may operate within an educational setting that combines academic learning with sustained Qur'an memorization demands.

The findings also have practical implications for the development of student support systems in *tahfizul Qur'an* institutions. First, teacher professional development should not focus exclusively on instructional competence but also include supportive communication, constructive feedback, encouragement, and practices that promote students' active engagement in learning. Second, school counseling services should be positioned as an integral component of the educational support system rather than solely as a remedial service for students experiencing serious difficulties.

Counseling programs may incorporate preventive and developmental activities related to self-regulation, goal setting, learning difficulties, emotional management, adjustment, and help-seeking.

More importantly, the findings suggest the value of coordination between teachers and counselors. Teachers, who interact with students on a daily basis, may identify early signs of declining motivation or adjustment difficulties, while counselors can provide more specialized psychosocial support when needed. In *tahfizul* Qur'an institutions, such coordination may be particularly relevant because students must maintain engagement across both academic and Qur'an memorization activities. However, these implications should be interpreted as practice-oriented recommendations derived from the observed predictive relationships rather than as evidence that implementing such interventions would necessarily produce a specific increase in motivation.

Several limitations should be considered when interpreting these findings. First, the cross-sectional design does not permit causal conclusions regarding the relationships between school counseling services, teacher support, and learning motivation. Although the regression model demonstrated substantial explanatory capacity, the observed relationships should be interpreted as predictive associations rather than causal effects. Second, the study was conducted at a single institution with a relatively homogeneous sample, which may limit the generalizability of the findings to other *tahfizul* Qur'an institutions or educational settings.

Third, the study relied on students' self-reported perceptions, which may be affected by response bias or common-method variance. Future research could incorporate multiple sources of data, such as teacher reports, counselor records, behavioral indicators of engagement, and academic or memorization outcomes. Finally, although school counseling services and teacher support explained 77.7% of the variance in learning motivation, the remaining 22.3% indicates that other relevant factors were not included in the model. Future studies could examine variables such as parental support, peer relationships, self-regulation, religious motivation, academic self-efficacy, school belonging, and memorization related demands. Longitudinal or multilevel research would also be valuable for examining how these factors interact and change over time across different *tahfizul* Qur'an institutions.

Conclusion

This study demonstrates that school counseling services and teacher support are significant positive predictors of students' learning motivation in *tahfizul* Qur'an education. The two predictors collectively accounted for 77.7% of the variance in learning motivation, indicating a substantial predictive contribution of school-based support. Teacher support showed a slightly higher standardized predictive coefficient ($\beta = .561$) than school counseling services ($\beta = .521$), although both predictors were statistically significant.

The findings extend existing research on student motivation by placing established school-based support factors within the distinctive context of *tahfizul* Qur'an education. Students in this setting may need to manage conventional academic learning alongside sustained Qur'an memorization, which requires persistence, repetition, self-regulation, and continuous engagement. Within this context, both everyday teacher support and school counseling services appear to represent important components of the broader educational support environment.

The findings therefore suggest that *tahfizul* Qur'an institutions may benefit from strengthening both instructional-relational support provided by teachers and psychosocial support provided through school counseling services. Rather than treating these functions as separate systems, schools can develop coordinated support practices that address students' academic, emotional, and self-regulatory needs. Nevertheless, because the present study employed a cross-sectional design, these findings should be interpreted as predictive associations rather than causal effects. Future research should use longitudinal and multi-site designs and examine additional factors, including parental support, peer relationships, self-regulation, religious motivation, and memorization-related demands, to develop a more comprehensive understanding of learning motivation in *tahfizul* Qur'an education.

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