

## Academic Motivation of 11th Grade Boarding School Students: The Role of the Pesantren Climate and Self-Efficacy

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### Abstract / Abstrak

Multiple cognitive load (including formal school, Quran memorization target, organizational activities) combined with a strict 24-hour dormitory schedule can cause academic stress and cognitive overload, thus triggering a decrease in the academic motivation. This study investigates the contribution of the Islamic boarding school climate and self-efficacy to the academic motivation of 11th grade students at Pesantren Persis 76 Tarogong. The method used is a quantitative approach with a multiple linear regression research design. The research involved 94 students selected through a saturated sampling technique. The findings show that the Islamic boarding school climate and self-efficacy simultaneously have a significant effect on academic motivation, with a contribution of 9.7%. These findings emphasize the importance of a supportive school environment and self-efficacy in encouraging students' motivation to learn.

*Beban akademik ganda (sekolah formal, target hafalan al-Qur'an, kegiatan organisasi) serta jadwal asrama 24 jam yang ketat dapat menyebabkan stres akademik dan kelebihan beban kognitif, sehingga memicu penurunan motivasi akademik. Penelitian ini bertujuan untuk mengkaji sejauh mana iklim pesantren dan efikasi diri berperan dalam memengaruhi motivasi akademik santri asrama kelas XI Pesantren Persis 76 Tarogong. Metode yang digunakan adalah pendekatan kuantitatif dengan rancangan penelitian regresi linear berganda. Sampel penelitian melibatkan 94 santri yang ditetapkan melalui teknik sampling jenuh. Temuan penelitian memperlihatkan bahwa iklim pesantren dan efikasi diri secara simultan memberikan pengaruh yang signifikan terhadap motivasi akademik, dengan kontribusi sebesar 9.7%. Temuan ini menegaskan pentingnya peran lingkungan sekolah yang mendukung dan keyakinan diri dalam mendorong motivasi belajar santri.*

### Keywords / Kata kunci

Academic motivation;  
Self-efficacy;  
Islamic boarding school climate;  
Islamic boarding school student;  
Islamic boarding school

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### Introduction

Islamic boarding school (pesantren) represent one of the oldest forms of Islamic education in Indonesia, characterized by distinctive learning traditions. In their development, modern pesantren have emerged that integrate general knowledge with the study of classical Islamic texts (kitab kuning), are no longer centered solely on the figure of the kiai, and implement more structured educational management systems (Mahmud, 2023; Saifi et al., 2025). Despite undergoing various transformations, the 24-hour residential system remains a primary characteristic of pesantren that distinguishes them from formal educational institutions in general.

The implementation of this residential system plays an important role in shaping students'

character, discipline, and independence. However, the integrated system of life within a single environment also presents relatively complex academic and social demands. Students religious activities, memorization, organizational participation, and various other pesantren-related activities within a relatively intensive schedule. This condition differs from students in non-boarding schools, who generally engage in learning activities limited to school hours and spend more time within the family environment. Therefore, the dynamics of academic motivation among santri are likely to exhibit characteristics that differ from those of students in general schools.

A number of studies have shown that boarding school environments can influence

students' psychological conditions and learning motivation. (Nurrahmaniah, 2025) found that encouragement from parents and teachers, peer environments, and the pesantren environment influence students' motivation in Qur'anic learning programs. Other studies indicate that emotional intelligence (Prayitno & Masluchah, 2024) and peer interaction have significant relationships with students' learning motivation. On the other hand, (Hasanah & Sa'adah, 2021) showed that the intensive activities within pesantren, as well as environmental pressures, can lead to stress among students, which may affect their psychological condition and learning processes. (Shufiyah, 2023) also found that high academic workload and lifestyle pressures within the pesantren environment can reduce students' enthusiasm and motivation to learn. In addition, studies based on social cognitive theory in pesantren settings emphasize that social interaction, environmental perceptions, and students' self-efficacy play roles in shaping their social behavior and learning processes (Falah et al., 2023). These findings indicate that boarding school environments possess unique psychological dynamics and require further investigation, particularly in the context of pesantren that simultaneously integrate academic, religious, and social dimensions.

In this study, academic motivation is understood on Self-Determination Theory (SDT) developed by Deci and Ryan. This theory explains that individual motivation lies along a continuum ranging from intrinsic motivation, extrinsic motivation, to amotivation. In the academic context, motivation is understood as the reasons or drives that encourage individuals to engage in academic activities (Vallerand et al., 1992). Intrinsic motivation arises from personal interest and satisfaction in learning activities, which in the pesantren context may be associated with interpreting learning as part of worship and the pursuit of knowledge. Meanwhile, extrinsic motivation is influenced by external factors such as grades, rewards, academic demands, the discipline of the residential system, and social recognition. Conversely, amotivation refers to a condition in which students do not have motivation to engage in academic activities, for example when they feel incapable, do not see the relevance of learning, or experience pressure due to the intensity of daily activities within the boarding system.

In general, factors influencing academic motivation can be categorized into external and

internal factors. External factors include peer social support (Imron, 2020; Moradi & Mardani, 2023; Vitoroulis et al., 2012), family social support (Azizah et al., 2022; Mardhiyah, 2020; Song et al., 2015), relationships with teachers (Alamgir et al., 2024; Kitova & Troshkin, 2020; Rizki, 2025), as well as the condition of facilities and the learning environment (Nirtha et al., 2024; Ridwan et al., 2024). These factors are conceptually reflected in the construct of school climate, defined as students' perceptions of safety, social support, interpersonal relationships, and the learning environment within an educational institution (Zullig et al., 2015).

Previous studies have shown that a positive school climate has a significant influence on students' learning motivation. Azizah et al. (2022) found that school climate contributed 17.4% to learning motivation, while Wang (2023) emphasized that peer support and access to learning resources significantly improve student motivation. Other findings also highlight the importance of teacher-student relationships, emotional support, and the availability of learning facilities in improving academic motivation (Hamidah, 2020). Overall, these findings consistently indicate that environmental factors have a positive influence on motivation.

On the other hand, an internal factor that also influences academic motivation is self-efficacy. Self-efficacy refers to an individual's belief in their ability to manage learning demands and achieve expected academic goals (Bosscher & Smit, 1998). A number of studies show that individuals with high self-efficacy tend to have stronger academic motivation (Sa'diyah et al., 2023), demonstrate persistence in learning (Florina & Zagoto, 2019), are able to manage time more effectively, and display higher levels of discipline and academic achievement (Muniroh et al., 2024).

Although the influence of school climate and self-efficacy on academic motivation has been widely studied, most research has been conducted in general school or higher education contexts. Studies that specifically examine the relationship between these two factors in pesantren educational environments are still relatively limited. In fact, pesantren have distinct characteristics, particularly due to the residential system, the high intensity of social interaction, and the integration of academic and religious activities. These conditions allow for the emergence of different dynamics in the relationship between

environmental and personal factors compared to non-boarding educational contexts.

Previous research shows that school climate and self-efficacy play roles in shaping learning motivation. For example, [Islamiyah and Ansyah \(2024\)](#) found that school climate contributed 6.79% and self-efficacy contributed 47.48% to students' learning motivation in SMP Negeri 2 Candi. However, since the study was conducted in a general context, its relevance to pesantren context still needs to be examined. Therefore, this study aims to fill this gap by examining how students' perceptions of the learning environment and their beliefs in their own abilities contribute to shaping their academic motivation.

This study was conducted at Pesantren Persis 76 Tarogong, Garut Regency. Based on [EMIS data from the Ministry of Religious Affairs \(2025\)](#), West Java Province has the largest number of Islamic boarding schools in Indonesia, while Garut Regency is known for its strong pesantren educational tradition and is also one of the regions with a relatively high number of pesantren in West Java. Therefore, it represents a relevant context for examining the dynamics of pesantren-based education. Pesantren Persis 76 Tarogong was selected as the research location because it is a modern pesantren that integrates formal education with a residential system and has relatively intensive academic and student organizational activities. These characteristics make this pesantren an appropriate context for examining the dynamics of academic motivation among students in a boarding school environment.

A preliminary study using questionnaires and interviews was conducted to obtain an overview of students' academic motivation and the factors influencing it. The results showed that students' academic motivation was predominantly derived from intrinsic factors, such as character development and skill development for the future (40.6%), as well as enjoyable learning experiences (65.6%). In contrast, learning motivation driven by social recognition and external rewards was relatively low (25%). On the other hand, a small proportion of students still exhibited amotivation (18.7%).

Interview results involving five santri and one musyrif indicated that students experienced difficulties in managing the balance between academic demands, memorization, and organizational activities, which were further exacerbated by limited digital facilities. School climate factors, particularly peer circles, were found to have a significant influence on learning

motivation. Meanwhile, self-efficacy, reflected in time management ability and muhasabah (self-reflection), functioned as an adaptive mechanism in dealing with academic demands.

Based on the above explanation, this study aims to examine the influence of pesantren climate and self-efficacy on the academic motivation of eleventh-grade boarding students at Pesantren Persis 76 Tarogong.

### Method

This study employed a quantitative approach with a correlational design aimed at examining predictive relationships among variables. The population of this study consisted of 94 eleventh-grade boarding students at Pesantren Persis 76 Tarogong in the 2024-2025 academic year. This study utilized a non-probability sampling method with a saturated sampling technique, in which all members of the population were included as research participants. According to [Arikunto \(2017\)](#), when the population size is fewer than 100 individuals, the entire population can be used as the research sample. The selection of this technique was based on the relatively limited population size, allowing all respondents to be involved in data collection. Thus, the data obtained represent the population comprehensively. Therefore, the sample size in this study consisted of 94 students. However, the use of saturated sampling has limitations in terms of generalizability, as the findings are only applicable to the context of Pesantren Persis 76 Tarogong and are not intended to be broadly generalized to other educational contexts with different characteristics.

In this study, data were collected through self-report questionnaires consisting of three instruments, each measuring a different variable. The data collection process employed a mixed procedure, namely online and paper-and-pencil methods. In the initial stage, questionnaires were distributed online to students because the pesantren was on academic break at that time. However, not all students completed the questionnaire, therefore, in the subsequent stage, the researcher conducted on-site data collection by distributing paper-and-pencil questionnaires to students who had not yet participated.

Academic motivation was measured using the Academic Motivation Scale (AMS-HS 28) developed by [Vallerand et al. \(1992\)](#) and adapted by [Marvianto and Widhiarso \(2018\)](#). The researcher made modifications to adjust the instrument to the context of the study participants.

These modifications include replacing terms such as “students” with “santri” and “teachers” with “ustadz/ustadzah”, as well as adapting statements originally referring to general school settings to include the pesantren context.

The scale consists of 28 items measuring seven dimensions: intrinsic motivation to know, intrinsic motivation toward accomplishment, intrinsic motivation to experience stimulation, external regulation, introjected regulation, identified regulation, and amotivation. However, in this study, the amotivation dimension was excluded because it theoretically represents the absence of motivational regulation, whereas this study focuses on internal and external factors influencing academic motivation regulation that still allow student engagement in learning activities. Additionally, the Academic Motivation Scale assesses multiple types of motivation in a multidimensional manner, allowing separate use of its components. As a result, the number of items used in this study was reduced to 24 items, all of which were favorable items. An example item from this scale is: “Because I truly enjoy learning and living in the pesantren.” Responses were measured using a 7-point Likert scale ranging from 1 = strongly disagree to 7 = strongly agree.

Pesantren climate was measured using the School Climate Measure (SCM) developed by Zullig et al. (2015), which was translated and adapted into Indonesian by the researcher and supervisory team. This scale consists of 42 items measuring ten main dimensions: positive student-teacher relationship, order and discipline, opportunities for student engagement, school physical environment, academic support, parental involvement, school connectedness, perceived exclusion/privilege, school social environment, and academic satisfaction. The instrument includes both favorable and unfavorable items, with unfavorable items found in the perceived exclusion/privilege dimension. An example item from this scale is: “Pesantren and dormitory rules are implemented fairly.” Responses were measured using a 4-point Likert scale ranging from 1 = strongly disagree to 4 = strongly agree.

Self-efficacy was measured using the General Self-Efficacy Scale-12 (GSES-12) developed by Bosscher and Smit (1998) and adapted into Indonesian by Soetjipto et al. (2023). This scale consists of 12 items measuring three main dimensions: initiative, effort, and persistence. The instrument includes both favorable and unfavorable items, with favorable items found in the effort dimension. An example

item is: “Failure will only make me try harder.” Responses were measured using a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

**Table 1**  
*Item analysis results*

Variable	Valid Items	Invalid Items
Pesantren Climate	31	11
Self-Efficacy	12	0
Academic Motivation	23	1

Before being used, all instruments were tested for validity and reliability using the same group of respondents. This process was conducted at the initial stage of analysis to evaluate item quality through item analysis using the Corrected Item-Total Correlation technique. Items were considered valid if the item-total correlation value exceeded the r-table value (0.254). Items meeting this criterion were retained and used in subsequent analyses to examine relationships among variables. The results of the item analysis are represented in Table 1.

Furthermore, construct validity was tested using Generalized Structured Component Analysis (GSCA) software. Construct validity was determined based on significant estimate values, indicated when the upper and lower confidence intervals did not cross zero. All dimensions of the measurement instrument showed significant values, indicating adequate construct validity.

Meanwhile, construct reliability was assessed using rho values, with a criterion of reliability if  $\rho > 0.7$ . The results showed that all variables had rho values above 0.7, indicating that the instruments used in this study possess good reliability.

The data analysis technique in this study included both descriptive and inferential statistics. Descriptive statistics were used to describe respondent characteristics and the distribution of research variables through minimum, maximum, mean, and standard deviation values. Inferential statistics were conducted using multiple linear regression analysis to examine the influence of pesantren climate and self-efficacy on academic motivation.

Prior to conducting regression analysis, the model was tested using classical assumption tests, including normality, linearity, multicollinearity, and heteroscedasticity tests. The results indicated that the residual data were normally distributed ( $p = 0.084 > 0.05$ ), relationships among variables were linear ( $p$  for pesantren climate = 0.964;  $p$  for

self-efficacy = 0.221), no multicollinearity was detected (Tolerance = 0.985 > 0.100; VIF = 1.016 < 10.00), and no heteroscedasticity was found (p for pesantren climate = 0.657 and p for self-efficacy = 0.870 > 0.05). Therefore, the regression model met the statistical assumptions, allowing regression analysis to be conducted.

**Table 2**  
*Demographic data of research respondents*

Category	Frequency	Percentage
Gender		
Male	40	42.6%
Female	54	57.4%
Age		
15 years	1	1.1%
16 years	23	24.5%
17 years	58	61.7%
18 years	12	12.8%
Academic Major		
Science (IPA)	49	52.1%
Social Science (IPS)	29	30.9%
Islamic Studies (IAI)	16	17%
Dormitory Type		
Regular	77	81.9%
Tahfidz	17	18.1%

**Results**

**Demographic data**

The demographic data in this study describe the basic characteristics of the respondents, including gender, age, academic major, and type of dormitory. The respondents consisted of 94 eleventh-grade boarding students at Pesantren Persis 76 Tarogong. The distribution of respondents' demographic data is presented in Table 2.

Based on Table 2, the majority of respondents were female, totaling 54 individuals (57.4%). Most students were aged 16 years (24.5%) and 17 years (61.7%). The majority of respondents were from the science major (52.1%) and resided in regular dormitories (81.9%).

The characteristics of respondents, who are in the middle adolescence stage, combined with high academic demands and the dynamics of communal life in the dormitory, provide a relevant context of understanding the relationship between perceptions of pesantren climate, self-efficacy, and students' academic motivation.

**Variable Description**

This descriptive analysis was conducted to provide a general overview of the distribution of pesantren climate, self-efficacy, and students' academic motivation scores. The descriptive statistics used include minimum score, maximum score, mean, standard deviation, and score

categorization to assist in interpreting data distribution patterns.

**Table 3**  
*Results of descriptive statistical analysis*

Variable	Min	Max	Mean	Std. Deviation
Pesantren Climate	69	114	85.79	7.92
Self-Efficacy	28	56	41.64	5.87
Academic Motivation	96	161	131.87	12.94

Based on Table 3, the mean score for pesantren climate is 85.79, self-efficacy has a mean of 41.64, and academic motivation shows a mean value of 131.87. To facilitate interpretation of score distribution, categorization was conducted using the mean value as the cutoff point. This approach was used to describe the relative position of respondents' scores in relation to the group's average tendency.

Based on the mean values, scores were divided into two categories: low/negative and high/positive. This categorization was used solely as a descriptive tool to interpret the distribution patterns of the data. The formulation of score categorization is presented in Table 4.

The categorization results in Table 5 indicate that students fall into the categories of positive pesantren climate (53.2%), high self-efficacy (51.1%), and high academic motivation (56.4%).

**Table 4**  
*Score categorization formula*

Criterion	Category
$X < \text{Mean}$	Low/Negative
$X \geq \text{Mean}$	High/Positive

**Table 5.**  
*Variable categorization*

Variable	Category	f	%
Pesantren Climate	Negative	44	46.8%
	Positive	50	53.2%
Self-Efficacy	Low	46	48.9%
	High	48	51.1%
Academic Motivation	Low	41	43.6%
	High	53	56.4%

*f = Frequency; % = Percentage*

**Inferential Analysis**

The F-test was conducted to examine the hypothesis of whether pesantren climate and self-efficacy simultaneously influence students' academic motivation. The results indicate that pesantren climate and self-efficacy jointly have a significant effect on students' academic

motivation ( $F_{\text{calculated}} = 4.873 > F_{\text{table}} = 3.10$ ;  $\text{Sig.} = 0.010 < 0.05$ ).

The t-test was conducted to examine the hypothesis of whether pesantren climate and self-efficacy partially influence academic motivation. The results presented in Table 6 show that pesantren climate has a significant effect on students' academic motivation ( $B = 0.217$ ;  $t_{\text{calculated}} = 2.106 > t_{\text{table}} = 1.986$ ;  $\text{Sig.} = 0.038 < 0.05$ ).

Table 6  
*t-test results*

Model	Ustd. b	t	Sig
(Constant)	42.291	3.507	.001
Pesantren Climate	.217	2.026	.046
Self-Efficacy	.427	2.106	.038

Table 7  
*Coefficient of determination test results*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	R <sup>2</sup> Change
1	.230	.053	.042	.053
2	.311	.097	.077	.044

Based on the analysis results, the regression equation is as follows: Academic Motivation =  $42.291 + 0.217$  (Pesantren Climate) +  $0.427$  (Self-Efficacy). The positive regressions coefficients indicate that the more positive students' perceptions of the pesantren climate and the higher their level of self-efficacy, the higher their academic motivation.

Based on the results presented in Table 7, the coefficient of determination (R<sup>2</sup>) value of 0.097 indicates that 9.7% of students' academic motivation can be explained by pesantren climate and self-efficacy, while the remaining 90.3% is influenced by other factors outside the research model.

The stepwise shows that in Model 1, pesantren climate contributes 5.3% (R Square Change = 0.053). When the self-efficacy variable is added in Model 2, there is an increase in contribution of 4.4% (R Square Change = 0.044), resulting in a total contribution of 9.7% from both variables. This sequence is based on the conceptual framework of the study, which positions environmental factors as the initial context that is subsequently reinforced by individual internal factors.

These findings indicate that academic motivation is a complex construct influenced by various environmental and personal factors. Although the contribution of the two variables in this model is relatively small, the results still demonstrate a statistically significant effect.

## Discussions

This study aimed to examine the influence of pesantren climate and self-efficacy on the academic motivation of eleventh-grade boarding students at Pesantren Persis 76 Tarogong. The results indicate that both variables have a significant effect on academic motivation, both simultaneously and partially. These findings confirm that santri's academic motivation is shaped through the interaction between environmental and personal factors.

Partially, the pesantren climate shows a significant positive effect on the academic motivation of eleventh-grade boarding students at Pesantren Persis 76 Tarogong. This is indicated by a regression coefficient value of 0.217 and an R Square Change contribution of 5.3%. Although the contribution is relatively small, the results emphasize that santri's perceptions of the quality of their learning environment still play an important role in shaping their academic motivation. This finding can be understood through the distinctive characteristics of pesantren life within a 24-hour dormitory system. Intensive interaction between santri and ustadz/ustadzah, musyrif/musyrifah, as well as peers, along with the implementation of daily discipline, shape santri's perception of safety, social support, and the orderliness of the learning environment. This structured collective life allows santri to experience a consistent, supervised, and supportive learning environment, so that positive perception of the pesantren climate play a role in maintaining their engagement and motivation to remain active in academic activities.

Various previous studies consistently show that the school climate plays a role in shaping learning motivation, although the magnitude of its contribution varies depending on the educational environment context. Agustin (2023) found that the school climate contributed 48.3% to the motivation among Madrasah Diniyah students, Aprilianti (2022) reported that the school climate had a 27% influence on the learning motivation of Madrasah Diniyah students in Karawang, while Putri (2025) found that the pesantren environment exerts a 22.9% influence on the learning motivation of MA Ma'hadul Qur'an Boyolali female students. The difference in the magnitude of these contributions indicate that the influence of school climate is greatly affected by the characteristics of the learning environment, the intensity of social interactions, and the structure of academic activities in each educational institution.

Compared to these findings, the contribution of the pesantren climate in this study is relatively smaller (5.3%). This can be understood because in the context of pesantren, santri's academic motivation can be influenced by many factors, so the impact of a single variable appears more limited. Additionally, the pesantren's 24-hour integrated living system with relatively uniform activity patterns also makes the santri's perceptions of the school climate tend to be homogeneous, resulting in less variation in school climate scores. Furthermore, the limited sample size of 94 santri within the pesantren context influences the magnitude of the coefficient of determination. This condition limits its contribution to academic motivation, although it remains statistically significant.

Findings of Lunetti et al. (2022) and Gentzis and Dixson (2024) also emphasize that students' perceptions of their relationships with teachers, a sense of safety, and a sense of belonging to the school play important roles in psychosocial well-being and academic motivation. These aspects align with the dimensions of the pesantren climate, such as the relationship between ustadz/ustadzah or musyrif/musyrifah and santri, collective life, and the structured dormitory environments that create a sense of safety and comfort for santri. Thus, the results of this study not only confirm previous findings but also show that within a religious boarding school context such as pesantren, the influence of the school climate remains significant, although its contribution is more limited compared to the context of general schools.

Furthermore, self-efficacy is also found to have a significant influence on the academic motivation of the eleventh-grade boarding students at Pesantren Persis 76 Tarogong. This is indicated by a regression coefficient value of 0.427 and an R Square Change contribution of 4.4%. This result is consistent with Bandura's (1997) self-efficacy theory, which emphasizes that an individual's belief in their own abilities is a primary determinant in directing effort, perseverance, and persistence in facing challenging tasks.

In the pesantren context, the role of self-efficacy becomes highly relevant because santri not only face formal academic demands but also religious obligations, organizational activities, and a structured boarding lifestyle with strict time management. These conditions require self-management skills, endurance, and confidence in managing multiple responsibilities

simultaneously. Santri with high self-efficacy tend to be better at managing their study time, more resilient in dealing with dense schedules, and less likely to give up when encountering academic or memorization difficulties. Thus, self-efficacy functions as a psychological mechanism that helps santri adapt to the complex demands of pesantren life, which ultimately can strengthen their academic motivation.

These findings support various previous studies. Bastian (2023) shows that self-efficacy significantly influences motivation to study hadith among tenth-grade santri at Madrasah Aliyah 01 Darussalam Kepahiang, with a contribution of 31.36%. In line with this, Agustina et al. (2024) found that self-efficacy positively influences the learning motivation of Buddhist students at SMPS Mandau, with a contribution of 49.3%. These findings indicate that the higher an individual's belief in their ability to overcome and complete academic tasks as well as overcome learning obstacles, the greater their learning motivation. This study also highlights the connection between the concept of Saddha (faith) in Buddhist teachings and self-efficacy, which plays a significant role in helping students overcome fear, uncertainty, and feelings of inadequacy that often hinder the achievement of learning goals and overall learning well-being.

Similar results were also reported by Maghfirah et al. (2023) among students at SMK Negeri 13 Jakarta, indicating that an increase in self-efficacy correlates with increased learning motivation. Nita and Agustika (2023) found that self-efficacy contributes 38.2% to the learning motivation of elementary school students, which emphasizes that the role of self-efficacy in shaping motivation is not limited to a specific educational level. Furthermore, the research by Nurdini and Hernawati (2023) shows that academic self-efficacy significantly influences the academic motivation of high school students in rural areas, which means that self-belief remains a key factor despite limited educational resources.

Overall, these findings align with Bandura's perspective (in Nurdini & Hernawati, 2023) which states that self-efficacy plays a crucial role in shaping motivation, as individuals assess their own abilities and skills before determining the level of effort they will exert. With strong self-efficacy, students will tend to be more confident in facing learning challenges and problems, as well as more motivated to achieve learning goals. In the context of pesantren, self-efficacy can function as an adaptive mechanism that helps

santri manage dual academic burdens, thereby strengthening their academic motivation sustainably.

Simultaneously, the pesantren climate and self-efficacy are proven to have a significant effect on academic motivation of the eleventh-grade students at Pesantren Persis 76 Tarogong. This can be seen through the R Square value or the coefficient of determination of 0.097, which means that these two variables together contribute 9.7% to the academic motivation of santri. Although the pesantren climate and self-efficacy have proven to have a significant impact, the relatively small coefficient of determination indicates that academic motivation is a multidimensional construct influenced by various other factors beyond this research model.

These results align with the social-cognitive perspective, which emphasizes that individual learning behavior is not only determined by personal beliefs but also by the environmental context in which the individual is situated. In the pesantren context, a structured learning environment, intensive interpersonal relationship, and a 24-hour dormitory system create a unique dynamic that can either strengthen or weaken santri's academic motivation.

The results of this study are also in line with the research by [Islamiyah and Ansyah \(2024\)](#) who found that school climate and self-efficacy jointly exert a positive influence on the learning motivation of students at SMP Negeri 2 Candi, with an effective contribution of 54.3%. This means that a positive school climate, supported by students' belief in their abilities, can encourage higher learning motivation. These findings are consistent with [Khosiyah \(2022\)](#) study, which showed that the combination of academic self-efficacy and school climate significantly influences mathematics academic achievement among students at SMK Sasmita Jaya. Although the focus of this study is not explicitly on academic motivation, the results still indicate that high self-efficacy and a positive school climate have the potential to drive academic achievement, which is theoretically closely related to students' learning motivation levels.

Similar results were also found in the study by [Huang and Bai \(2017\)](#) on business school students at University B, which showed that a conducive classroom atmosphere, characterized by positive peer relationships and teacher support, is a key factor in fostering learning motivation. In that study, self-efficacy functioned as a mediator, both fully in the relationship between classmate

relationships and learning motivation, and partially in the relationship between teacher support and learning motivation. Another study by [Hang \(2021\)](#) also showed that a supportive classroom climate has a positive effect on students' academic motivation, and this relationship is significantly mediated by academic self-efficacy. Although these two studies did not directly examine the simultaneous influence of classroom climate and self-efficacy on academic motivation, the findings indicate a strong relationship between these two variables in shaping motivation.

These findings provide an additional perspective on the results of this study. Although this study has not tested the mediation role because it used multiple regression analysis, the relationship patterns found suggest the possibility of similar mechanisms in the context of pesantren. Thus, the results of this study open up opportunities for further research to test more complex models, such as through mediation approaches to gain a deeper understanding of the relationship between pesantren climate, self-efficacy, and santri's academic motivation.

From an Islamic perspective, academic motivation holds an important position because seeking knowledge is an obligation for every Muslim, as the Prophet Muhammad SAW said: "Seeking knowledge is an obligation for every Muslim" (HR. Baihaqi). Motivation in learning is closely linked to intention (niyyah), where actions are valued based on intention, as stated in the hadith "Actions are judged by intentions" (HR. Bukhari Muslim). This value aligns with research findings that santri's academic motivation is influenced by internal factors within the individual.

A positive peer environment, as mentioned in the hadith of the Prophet Muhammad SAW which states that a person depends on the religion of his friends (HR. Abu Daud and Tirmidhi), and the exemplary role of a teacher like the story of Luqman educating his son as narrated in QS. Luqman: 13-17, is empirically reflected in the role of the pesantren environment on academic motivation.

Islamic teachings also emphasize the importance of confidence and perseverance in achieving goals, as stated by the Prophet Muhammad SAW: "A strong believer is better and is more lovable to Allah than a weak believer" (HR Muslim). This aligns with the concept of self-efficacy as an individual's belief in their ability to meet academic demands. These findings indicate

that religious values align with empirical evidence regarding the importance of environmental and personal factors in shaping santri's academic motivation.

Overall, the results of this study emphasize that improving santri's academic motivation requires a holistic approach that balances the development of a supportive pesantren climate and the strengthening of santri's self-efficacy. Such an approach can help santri not only cope with the demands of pesantren life but also develop optimally in both academic and personal domains.

This study has several limitations. First, the sample size is relatively small and limited to one pesantren, which restricts generalization. Second, the limited literature specifically addressing pesantren climate affects the depth of theoretical discussion. Third, this study only examines two variables, while other factors may also influence academic motivation. Therefore, future research is recommended to involve larger samples and additional variables to provide a more comprehensive understanding of factors influencing santri's academic motivation.

### Conclusion

This study demonstrates that santri's academic motivation in the pesantren context is influenced by the interaction between environmental and personal factors. A conducive pesantren climate plays a role in shaping positive learning experiences, while self-efficacy helps santri develop confidence in their ability to manage academic demands. These findings emphasize that academic motivation among santri is not solely determined by the learning environment, but also by individuals' beliefs in their own capabilities.

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