

The Relationship between Intrinsic Motivation and Student Academic Procrastination in the Islamic Religious Education Learning System (Case Study : Kadiri University Student)

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Abstract: This study seeks the relationship of intrinsic motivation and academic procrastination with learning systems. The research phase began with the distribution of questionnaires to 40 students who participated in Islamic religious education learning. The test performed is a chi-square with a contingency of 2 x 2. The findings obtained were the relationship between intrinsic motivation and the learning system of 8.496 with a significant of $0.048 < 0.05$ using an intrinsic motivation improvement strategy with an intense communication model for student complaints and tasks given. Efforts to relationship academic procrastination with the learning system amounted to 4.273 with a significant of $0.047 < 0.05$ using intrinsic motivation strategies in the form of value benefits, project assignments had the opportunity to participate in scientific work and discussion of student complaints.

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Abstrak: Penelitian ini mengkaji hubungan motivasi intrinsik dan prokrastinasi akademik dengan sistem pembelajaran. Tahap penelitian dimulai dengan penyebaran angket kepada 40 siswa yang mengikuti pembelajaran pendidikan agama Islam. Uji yang dilakukan adalah chi-square dengan kontingensi 2 x 2. Didapatkan temuan hubungan antara motivasi intrinsik dengan sistem pembelajaran sebesar 8,496 dengan signifikansi $0,048 < 0,05$ menggunakan strategi peningkatan motivasi intrinsik dengan model komunikasi intens untuk hambatan siswa dan tugas yang diberikan. Upaya hubungan prokrastinasi akademik dengan sistem pembelajaran sebesar 4,273 dengan signifikansi $0,047 < 0,05$ dengan menggunakan strategi motivasi intrinsik berupa pemberian nilai, tugas proyek memberikan kesempatan mengikuti kegiatan ilmiah, serta diskusi tentang permasalahan yang dialami siswa.

INTRODUCTION

Islamic religious education as character education through behavior and application models in higher education courses.¹ This course prioritizes sympathy and empathy for issues related to Islam.² An interesting learning model has the opportunity to create a space for academic discussion and argumentation based on the Qur'an, several supporting books and relevant research.³ This course is very relevant if an attractive learning system is developed for students based on development education or in accordance with the curriculum provided.⁴

However, this course for students is considered to lack quality delivery because of two different sides.⁵ The first side of students most likely has not explored the material that has been delivered by the teacher, the second side is most likely lack of motivation in participating in this course program.⁶ A fun and interesting

learning system is the main key for students in participating in lectures held.⁷ The communicative role and learning model that continues to evolve are supporting this.⁸ The role of motivation has the opportunity to meet the quality of learning in Islamic Religious Education courses, one of which is intrinsic motivation.⁹ Intrinsic motivation includes the benefits of the activities carried out, a sense of interest in what others do, an interest in doing positive things, and the need for activities to achieve certain achievements.¹⁰ The provision of sustainable intrinsic motivation has not been accepted by students. The effort will be the opposite, because the higher the intrinsic motivation will reduce the desire of students to learn. This is because teachers have not considered how much weekly assignments are given. Therefore, in addition to providing motivation, it is also aligned with the relevant weekly

¹ Suyadi, Zalik Nuryana, Sutrisno, and Baidi, 'Academic Reform and Sustainability of Islamic Higher Education in Indonesia', *International Journal of Educational Development*, 89 (2022), 102534 <https://doi.org/10.1016/j.ijedudev.2021.102534>

² Hastasari, Chatia, Benni Setiawan, and Suranto Aw, 'Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta', *Heliyon*, 8.1 (2022), e08824 <https://doi.org/10.1016/j.heliyon.2022.e08824>

³ Risni, Titin Widya, 'Penerapan Sistem Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Kepribadian Akhlakul Karimah (Studi Kasus Universitas Kadiri)', *Jurnal Pendidikan Dan Konseling*, 4.6 (2022), 10937-42

⁴ Pfnsthor, Joanna, and Julia Weltgen, 'Inclusive and Fair Assessment in Foreign Language Education: The Role of Fundamental Attribution Error in the Evaluation of Students' Performance', *International Journal of Educational Research Open*, 3, December 2021 (2022), 100160 <https://doi.org/10.1016/j.ijedro.2022.100160>

⁵ Potu, J, V P K Lengkong, and I Trang, 'The Influence of Intrinsic Motivation, and Extrinsic Motivation on Employee Performance At Pt. Air Manado', *387 Jurnal EMBA*, 9.2 (2021), 387-94

⁶ Jud, Johannes, Carmen Nadja Hirt, Amina Rosenthal, and Yves Karlen, 'Teachers' Motivation: Exploring the Success Expectancies, Values and Costs of the Promotion of Self-Regulated Learning', *Teaching and Teacher Education*, 127

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⁷ Torbergsen, Hanne, Britt Karin Utvær, and Gørill Haugan, 'Nursing Students' Perceived Autonomy-Support by Teachers Affects Their Intrinsic Motivation, Study Effort, and Perceived Learning Outcomes', *Learning and Motivation*, 81, November 2022 (2023) <https://doi.org/10.1016/j.lmot.2022.101856>

⁸ Dong, Manxia, and Xiaohua Liu, 'Impact of Learners' Perceptions of a High-Stakes Test on Their Learning Motivation and Learning Time Allotment: A Study on the Washback Mechanism', *Heliyon*, 8.12 (2022), e11910 <https://doi.org/10.1016/j.heliyon.2022.e11910>

⁹ Linda Urfatullaila, Ima Rahmawati, and Zulfikar Ismail, 'Pengaruh Motivasi Intrinsik Dan Ekstrinsik Terhadap Prestasi Belajar Siswa Mata Pelajaran Bahasa Arab Kelas V Di MI Al Azkia Tenjolaya Bogor', *Primer Edukasi Journal*, 1.1 (2022), 43-51 <https://doi.org/10.56406/ipe.v1i1.9>; Wei, Xiaomei, Nadira Saab, and Wilfried Admiraal, 'Do Learners Share the Same Perceived Learning Outcomes in MOOCs? Identifying the Role of Motivation, Perceived Learning Support, Learning Engagement, and Self-Regulated Learning Strategies', *Internet and Higher Education*, 56, August 2022 (2023), 100880 <https://doi.org/10.1016/j.iheduc.2022.100880>

¹⁰ Fasochah, Rakhmat Triadi; Siti Hidayah, 'Pengaruh Motivasi Intrinsik Dan Ekstrinsik Terhadap Kinerja Pegawai Yang Di Mediasi Oleh Komitmen Organisasi (Studi Pada Pegawai Kantor Pertanahan Kota Semarang)', *Jurnal Ekonomi Manajemen Dan Akuntansi*, Oktober.47 (2019), 1-17

task conditions. Stacking up weekly task effort allegedly leads to deliberate procrastination behavior.¹¹ This behavior is called academic procrastination.¹² The impact arising from this behavior is quite large.¹³ It has been widely reviewed that the impact that arises will cause student independence to decrease, interdependence of tasks on fellow students and fatally indifferent to existing tasks.¹⁴

Previous findings have reviewed motivation. However, intrinsic motivation is still descriptive without planning solutions to increase it.¹⁵ According to,¹⁶ program blended

learning systems on campus and off campus to gain new skills. The findings Bushuven et al., are a strong basis for more interesting learning system efforts in this research design. Although, the idea of skills being the main benchmark also requires efforts to reduce academic procrastination that arises in students.¹⁷ Reviews of academic procrastination predominantly carried out therapy programs, social media intensity, self-study at certain times and the role of others to evaluate against completed tasks.¹⁸ According to Risni et al., the role of sustainability interventions includes motivation, learning innovation, learning entity communication, evaluation and counseling.¹⁹ Procrastination is a setback of student achievement because it contradicts the words of the Prophet *sallallahu 'alaihi wa sallam* said,

بَادِرُوا بِالْأَعْمَالِ فِتْنًا كَقَطْعِ اللَّيْلِ الْمُظْلَمِ يُصْبِحُ الرَّجُلُ مُؤْمِنًا
وَيُؤْمِنُ كَافِرًا أَوْ يُؤْمِنُ مُؤْمِنًا وَيُصْبِحُ كَافِرًا يَبِيعُ دِينَهُ بِعَرَضٍ مِّنَ
الدُّنْيَا

¹¹ Pelikan, Elisabeth R., Selma Korlat, Julia Reiter, Julia Holzer, Martin Mayerhofer, Barbara Schober, and others, 'Distance Learning in Higher Education during COVID-19: The Role of Basic Psychological Needs and Intrinsic Motivation for Persistence and Procrastination—a Multi-Country Study', *PLoS ONE*, 16.10 October (2021), 1–23 <https://doi.org/10.1371/journal.pone.0257346>;
Trisnawati, Sri, and Nik Mohd Rahimi, 'The Role of Self-Regulated Learning in Coping with Postgraduate Students' Academic Procrastination During the COVID-19 Pandemic in Malaysia', *Muslim Education Review*, 2022, 85–105 <https://doi.org/10.56529/mer.v1i1.2>

¹² Ghufron, M. Nur, and Rini Risnawita Suminta, 'The Role of Epistemological Belief and Self Regulation in Academic Procrastination of Muslim College Students', *Islamic Guidance and Counseling Journal*, 5.2 (2022), 104–18 <https://doi.org/10.25217/igcj.v5i2.2700>

¹³ Solichah, Novia, 'Reality Therapy Training Program to Reduce Academic Procrastination Behavior', *Proceeding International Conference on Islamic Education*, June, 2022, 120–27

¹⁴ Nur Wangid, Muhammad, 'Prokrastinasi Akademik: Perilaku Yang Harus Dihilangkan', *TAZKIYA: Journal of Psychology*, 2.2 (2019), 235–48 <https://doi.org/10.15408/tazkiya.v2i2.10772>

¹⁵ Bian, Yulong, 'Motivation Effect of Animated Pedagogical Agent's Personality and Feedback Strategy Types on Learning in Virtual Training Environment', *Virtual Reality and Intelligent Hardware*, 4.2 (2022), 153–72 <https://doi.org/10.1016/j.vrih.2021.11.001>; Nordahl-Pedersen, Hilde, and Kari Heggholmen, 'What Promotes Motivation and Learning in Project Management Students?', *Procedia Computer Science*, 196.2021 (2021), 791–99 <https://doi.org/10.1016/j.procs.2021.12.077>

¹⁶ Al-Osaimi, Dalyal Nader, and Mirna Fawaz, 'Nursing Students' Perceptions on Motivation Strategies to Enhance Academic Achievement through Blended Learning: A Qualitative Study', *Heliyon*, 8.7 (2022), e09818 <https://doi.org/10.1016/j.heliyon.2022.e09818>;

Schürmann, Linda, and Claudia Quaiser-Pohl, 'Out-of-School Learning Levels Prior Achievement and Gender Differences in Secondary School Students' Motivation',

International Journal of Educational Research Open, 3. February (2022) <https://doi.org/10.1016/j.ijedro.2022.100158>

¹⁷ Bushuven, Stefan, Joachim Bansbach, Michael Bentele, Milena Trifunovic-Koenig, Stefanie Bentele, Bianka Gerber, and others, 'Overconfidence Effects and Learning Motivation Refreshing BLS: An Observational Questionnaire Study', *Resuscitation Plus*, 14 (2023), 100369 <https://doi.org/10.1016/j.resplu.2023.100369>

¹⁸ Latipah, Eva, Hanif Cahyo Adi, and Farah Dina Ansani, 'Academic Procrastination of High School Students During the Covid-19 Pandemic: Review from Self-Regulated Learning and the Intensity of Social Media', *Dinamika Ilmu*, 21.2 (2021), 293–308 <https://doi.org/10.21093/di.v21i2.3444>;

Syapira, Syilma Aulia, Budiman Budiman, and Mohd Nasir Selamat, 'Self-Efficacy and Self-Regulation With Academic Procrastination in Muslim Adolescents During the Online Learning Period', *Psikis : Jurnal Psikologi Islami*, 8.1 (2022), 88–101 <https://doi.org/10.19109/psikis.v8i1.11894>

¹⁹ Risni, Titin Widya, Nila Syahidah, Mochammad Danara, and Indra Pradigta, 'Intervensi Keberlanjutan Prokrastinasi Akademik Dalam Sistem Pembelajaran Pendidikan Agama Islam', *Journal of Education Research*, 4.1 (2023), 107–15

"Hurry up to do the practice of slander before slander (calamity) comes like a piece of dark night. That is, a person in the morning in a state of faith and in the afternoon in a state of disbelief. There are also those who are in the evening in a state of faith and in the morning in a state of infidels. He sold his religion because of a little of the world's profit" [HR. Muslim]²⁰ The hadith is a step that, increasing faith is interpreted as the level of worship in studying without delaying what has been given and adding motivation in the heart to every activity of studying.

The role of intrinsic motivation with procrastination is the contribution that will be made to design the learning system of Islamic religious education at Kadiri University. Many have reviewed both roles. However, with the integration of intrinsic motivation with academic procrastination becomes a great opportunity in the sustainability of the appropriate learning system. Both will be determined by the relationship using chi-square with brainstorming-based design achievements. Brainstorming as the most appropriate way to come up with ideas without criticizing. Therefore, this will support the sustainability of findings Bushuven et al., in intrinsic motivation and Latipah et al., in academic procrastination.²¹

Students during Islamic religious education lectures are considered inconsistent. This is allegedly because in the learning media that has been given, almost 40% have not submitted the assignments that have been

informed. The cause that appears is not known with certainty. However, the opportunities that exist because the task is considered a small thing and does not become prioritas for the student concerned. Not only that, there were 4 times out of 10 offline meetings, almost 50% did not attend lectures and there was a delay in class. The more this is considered a small thing, it will have a negative impact on student sustainability. Therefore, the findings Bushuven et al., and Latipah et al., are the basis for measuring their relationship with existing learning systems. There is intense communication that students feel that what they do is an obstacle to attending lectures. Obstacles expressed in the form of concentration are divided when completing existing tasks, there are activities that are more priority than the existing tasks, there are difficulties in completing tasks due to lack of communication with fellow students and lecturers and participating in lectures only as a condition of getting grades. The existing obstacles have little impact. However, it will gradually increase because it is gradually ignored. To overcome this, an assessment of the relationship between aspects of intrinsic motivation and academic procrastination was carried out on the learning system of Islamic religious education.

This research seeks the relationship between the two aspects will be better with the design of the right solution. Research is expected to increase appropriate intrinsic motivation and reduce the impact of procrastination on Islamic Religious Education courses on these students.

²⁰ Bahraen, Raehanul, 'Hadits : Pagi Beriman Dan Sorenya Kafir', *Muslim.or.Id*, 2019, 1

²¹ Bushuven, et.al, <https://doi.org/10.1016/j.resplu.2023.100369>; Latipah, et.al, <https://doi.org/10.21093/di.v21i2.3444>

METHOD

Research Design, Research Time and Sampling Techniques

This study used a quantitative chi-square design without using a control group.²² Chi-Square to determine the cause and effect of intrinsic motivation factors with academic procrastination of the Islamic religious education learning system.²³ The study runs from February 2023 to March 2023. The respondents used were 40 first-semester students who attended Islamic religious education lectures at Kadiri University.

Subject and Object of Research

The subjects of the study are parties involved in the research, namely students who are taking Islamic religious education courses in semester I. The object of this research is intrinsic motivation, academic procrastination and the learning system of Islamic religious education.

Research Instruments

The first instrument uses questionnaires, interviews and documentation. The questionnaire uses a Likert scale with the following operational variables.²⁴

Table 1. Research Instruments

Aspect	Question	Code	Scale	Source
Intrinsic motivation (X1)	Interest in learning	MI1	likert	(Wei et al., 2023)
	Self-development	MI2	likert	(Wei et al., 2023)
	Get credits	MI3	likert	(Wei et al., 2023)
	New skills	MI4	likert	(Bushuven et al., 2023)
	Maintain competence	MI5	likert	(Bushuven et al., 2023)
Academic procrastination (X2)	Tasks are late because they are not a priority	PA1	likert	(Fajhriani et al., 2021)
	Having difficulties due to neglected tasks	PA2	likert	(Ghufron & Suminta, 2022)
	Trying to prioritize tasks over less important activities	PA3	likert	(Trisnawati & Rahimi, 2022)
	Overnight speeding system against tasks	PA4	likert	(Harmalis, 2021),
	Arrange a good study schedule	PA5	likert	(Handoyo et al., 2020)
Learning system (Y)	Better blended learning	SP1	likert	(Bushuven et al., 2023)
	Project-based external campus	SP2	likert	(Schürmann & Quaiser-Pohl, 2022)
	Not yet monitored dengan baik dari sistem yang ada	SP3	likert	(Nordal, 2021)
	Peluang menciptakan sistem baru	SP4	likert	(Bushuven et al., 2023)
	Peran lingkungan akademik	SP5	likert	(Al-Osaimi & Fawaz, 2022)

The second instrument uses interviews with respondents related to those contained in the questionnaire to strengthen the results of filling out.

²² Putri, Melgi Andari, and Ary Purmadi, 'Pengaruh Media Pembelajaran E-Modul Berbasis Sigil Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Desain Grafis', *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran*, 5.2 (2020), 174 <https://doi.org/10.33394/jtp.v5i2.3073>

²³ Agusti, E, R Kurnia, and E Puspitasari, 'Pengaruh Efektivitas Pembelajaran Jarak Jauh Terhadap Motivasi Belajar Anak Usia 5-6 Tahun Di Masa Pandemi Covid-19 Di TK FKIP UNRI', *Jurnal Pendidikan Tambusai*, 6 (2022), 16515-24; Prijana, Prijana, and Andri Yanto, 'Analisis Hubungan Prestasi Akademik Mahasiswa Dengan Akses Sumber Informasi', *Berkala Ilmu Perpustakaan Dan Informasi*, 14.1 (2018), 87 <https://doi.org/10.22146/bip.17501>

²⁴ Sugiyono, *Dasar Metodologi Penelitian Kuantitatif Kualitatif Dan Statistika*, 2nd edn (Jakarta: Airlangga University Press, 2017)

This interview was conducted in stages:

1. Interview topics regarding aspects contained in the questionnaire
2. Study the phenomena contained in the questionnaire
3. Questions raised about intrinsic motivation, academic procrastination and learning systems that take place in Islamic religious education courses
4. Recapitulate the interview results and bring up research discussions that are accurate to the statements on the questionnaire.

Data Collection Techniques

Research collection techniques include:

1. Dissemination of questionnaires to respondents as primary data.
2. Conduct interviews according to the set stages.
3. Collecting previous research history as a step to determine research gaps so that innovation can be used in research.

Data Analysis Methods

1. Tabulate respondent characteristics related to respondent demographics.
2. Perform a chi-square analysis with the following criteria:
 - a. Each aspect amounts to 5 questions on a scale of 1 to 5.
 - b. Highest score = $5 \times 5 = 25$ (100%)
 - c. Lowest score = $1 \times 5 = 5$ (20%)
 - d. Range = highest score - lowest score = $100\% - 20\% = 80\%$
 - e. Interval = Range - Category. Category number 2. Then, the interval = $80\% : 2 = 40\%$
 - f. Standard score = $100\% - 40\% = 60\%$
 - g. Answer score $\geq 60\%$ = Good
 - h. \leq answer score 60% = Less good

3. Chi-square eligibility

- a. The Likert scale is converted into a categorical data scale in point e.
- b. Unpaired tdata
- c. Contingency using rows with 2×2 columns of size.
4. The expected contingency count value of 2×2 cannot be less than 5. If it does not meet, use the Fisher test.
5. Hypothesis formula
 - a. $H_0 = \text{Sig.} < 0.05$ there is an intrinsic motivational relationship with the learning system and there is an academic procrastination relationship with the learning system.
 - b. $H_1 = \text{Sig.} > 0.05$ there is no relationship between intrinsic motivation and learning system and academic procrastination relationship to learning system
6. The result of the discussion.

RESULT AND DISCUSSION

This research with the results of respondent demographics, chi-square analysis and designing a learning system based on brainstorming. These three results are as follows:

Demografi Responden



(a) Age demographics of respondents

(b) Gender demographics of respondents

The demographics of respondents totaling 40 students were dominant aged 18-20 years by 62.5% with female gender by 77.5%. While the rest with the age of 21-23 years amounted to 37.5% with male sex amounting to 22.5%.



Figure 1. Average Score of Research Aspects

The average research score of the dominant intrinsic motivation aspect was interest in learning (MI1) of 3.40 with the category quite agree. The dominant academic procrastination is having difficulty due to neglected tasks (PA2) of 3.50 with the category quite agreeable. Meanwhile, the dominant learning system is better blended learning (SP1) of 3.23 with the category of quite satisfied. The dominant assessment with the category is quite satisfied as an indication that the learning system with various types, intrinsic motivation with variety The way of motivation given and academic procrastination with indications of various kinds of delays in completing tasks is stated to have not fully dominated students while attending Islamic religious education learning at Kadiri University.

Table 2. Chisquare Test

Pearson Chi- Square	Value	Asymptotic Sig. (2-sided 0,05)
Intrinsic Motivation* Learning System	8,496	0,048
Academic Procrastination* Learning System	4,273	0,047

Intrinsic motivation has a relationship with the learning system of 8.496 with 95.2% confidence or 0.048 probability. This relationship satisfies the descriptive analysis that has been presented. Intrinsic motivation will not be separated from the interest of students in learning with a blended learning system in Islamic religious education at Kadiri University. Interest in learning makes the intention of the student's heartstrings to continue to provide the best achievement for himself, parents and the campus. The interest in learning needs to be appreciated so that students continue to strive to be role models for the entire academic community involved. Student learning interest cannot be separated from the blended learning system that has been implemented.²⁵ This effort comes from each teacher, especially Islamic religious education. Interest in learning must indeed start from motivation in students. When students are motivated, they will feel encouragement or inspiration to carry out continuous learning activities. The interest in learning that arises also raises the role of determining the main participation of students in every task agenda, group project and practice during Islamic religious education

²⁵ Potu, J, V P K Lengkong, and I Trang, "The Influence of Intrinsic Motivation, and Extrinsic Motivation on Employee Performance At Pt. Air Manado", *387 Jurnal EMBA*, 9.2 (2021), 387-94

learning.²⁶ With a high interest in learning, as a teacher must also be ensured to master the blended system learning that was done. These two things determine the agenda of tasks, group projects and practices that have been carried out. Therefore, these three agendas need intense communication on students' openness about what is experienced during learning. Student openness communication will also create activity in the learning classroom and prepare students for what happens in class both discussions and presentations as part of the three agendas,²⁷ alternative hypotheses are accepted.

Academic Procrastination has a relationship with the learning system of 4.273 with 95.3% confidence or a probability of 0.043. This relationship satisfies the descriptive analysis that has been presented. Academic Procrastination will not be separated from the experience of difficulties during the task with the blended learning system in Islamic religious education at Kadiri University. Experiencing difficulties due to neglected tasks makes a blended learning system decrease in quality. This decrease in quality is due to the variety of assignments to be presented, discussed and reviewed which is reduced which causes a relaxation in class hours that take place. This impact provides a statement that students

have a passive role during learning.²⁸ Difficulties due to tasks experienced within 6 meetings took place. This happens because students do not understand the Islamic religious education material provided²⁹ by the teacher. Although, there are difficulties if students have a high interest in learning, trying to communicate with fellow students who take it and communication to teachers will not happen like this. However, this is Back again to students who feel they do not intend to try to do the task. This fascination arises from the minds of the students themselves due to lack of motivation for interest in learning. Alternative hypotheses are accepted.

Intrinsic motivation and academic procrastination are each related to the learning system that has been provided by Islamic religious education teachers at Kadiri University. However, in intrinsic motivation, it needs to be emphasized that the higher the interest in learning the blended learning system, the higher the students' understanding of the material presented. The scope of the material is Islam in universities, the concept of God, religion for happiness, integration of Islam and Ihsan, Building the Qur'an paradigm in the modern era, grounding Islam in Indonesia, building unity in diversity, about modernization, developing world civilization and Islamic culture through mosques on campus. The ten materials are a benchmark for students to be interested in learning with a blended learning system. At the same time, the pursuit of academic

²⁶ Bastari, Ary, Anis Eliyana, Agus Syabarrudin, Zainal Arief, and Alvin Permana Emur, 'Digitalization in Banking Sector: The Role of Intrinsic Motivation', *Heliyon*, 6.12 (2020) <https://doi.org/10.1016/j.heliyon.2020.e05801>

²⁷ Torbergsen, Hanne, Britt Karin Utvær, and Gørill Haugan, 'Nursing Students' Perceived Autonomy-Support by Teachers Affects Their Intrinsic Motivation, Study Effort, and Perceived Learning Outcomes', *Learning and Motivation*, 81.November 2022 (2023) <https://doi.org/10.1016/j.lmot.2022.101856>

²⁸ Torbergsen, et.al., <https://doi.org/10.1016/j.lmot.2022.101856>

²⁹ A. Bastari, A. Eliyana, A. Syabarrudin, Z. Arief, and A. P. Emur, "Digitalization in banking sector: the role of intrinsic motivation," *Heliyon*, vol. 6, no. 12, 2020, doi: 10.1016/j.heliyon.2020.e05801

procrastination must be reduced. This is because academic procrastination is a burden for teachers because to provide grades for students must meet existing criteria, both assignments and absences. Therefore, the relationship that has been stated in the chi-square test provides evidence for the need to increase intrinsic motivation and decrease academic procrastination.

The strategy given to increase intrinsic motivation is to improve student communication with teachers intensely during lecture hours. Existing communication can be modeled on various both complaints, and things that make it difficult to complete the task given. The strategy of academic procrastination is that as teachers need to provide Intrinsic motivation is in the form of benefits obtained while participating in Islamic religious education blended learning activities. With the benefits provided, namely a good score between 80 – 90, there are project assignments that have the opportunity to participate in scientific work and lecturers are always open from the aspect of receiving student complaints with a record of providing motivation and monitoring every week for the existing task process.

CONCLUSION

Efforts to link intrinsic motivation with the learning system amounted to 8.496 with a significant of $0.048 < 0.05$ using an intrinsic motivation improvement strategy with an intense communication model for student complaints and tasks given. Efforts to link academic procrastination with the learning system amounted to 4.273 with a significant of $0.047 < 0.05$ using intrinsic motivation strategies in the form of value benefits, project assignments with the opportunity to

participate in scientific work and discussion of student complaints.

The implications of this study include the relationship between aspects and strategies in planning. Therefore, the relationship of this aspect requires strategies that can be treated experimentally in the future.

This research has contributed for students to increase intrinsic motivation and reduce academic procrastination in the Islamic religious education learning system at Kadiri University.

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