Factors effecting motivation to Learn: A Search in Quranic Approaches

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Abstract

There are several factors which play the key role to motivate someone and enforce to increase the performance to reach to the targeted goals. After reviewing literature it's been found that, very few research focus on collecting all learning motivational factors mentioned in different literature. Similarly, there is not enough focus on the Quranic view of those factors. Factors which effect motivation to learn have been found in several categories. This paper aims to explore the individual factors effecting motivation to learn in relation to the Quranic point of view. Using documental literature review such as books, magazines and journals, this study found sixteen individual factors that strengthen the willingness of individuals to achieve the goal of learning. Similarly, the Holy Quran found to support these sixteen factors which significantly affect the learner's intention to acquire their learning objective positively. As Quran is the holy guidance for human being this factors will help the learners meaningfully to obtain in-depth knowledge.

Keyword: Motivation, Learning Motivation, Individual Factors, Al-Quran

1. INTRODUCTION

In studies on motivation it is seen that the most important reason which affects the learning is motivation. (Brophy, 2010; Hudley & Gottfried, 2008; Schunk, 2007). Also it plays a dominant role in student achievement (Eccless & Wigfield, 2002). As a psychological term motivation is used in different contexts and suggest different meanings as purpose, aim, objective or intention. In educational psychology, it indicates the quality of friction or desire of the learners which they bring to a task. Motivation is a matter of their success or failure in their learning

The Oxford's Dictionary of Psychology found the motivation as a driving force or power responsible for the initiation, preservice, direction, and vigour of goal-directed behaviour. Paul R Pintrich (2003) believes that "Motivation is a complex concept consisting of different factors related to interest, achievement goals, value beliefs, self-efficacy and control beliefs."

As an explanatory concept, motivation helps us to feel why people act in a distinct way (Schunk, 2007) and build a theoretical framework to demonstrate the initiation, permanence, density, direction and quality of behaviour, particularly target-oriented behaviours (Maehr & Meyer, 1997). As demand of this study literature indicates two type motivation which are closely related named Academic motivation and Learning motivation.

Academic motivation especially focused on individual motivation unto academic performance is closely related to the self-efficacy and beliefs of students on themselves (Zimmerman, 2000), and a reason that influences student performance positively (Fortier et al. 1995). Brown and Keith (1998) have been referred the academic motivation as being enthusiastic about learning, enjoying learning related activities, and beliefs about school. On the other hand, (Cave, 2003) thinks

that academic motivation is the inspiration of a student for participating in classes and learning deeds, and the extent of attention and efforts of the student puts into different engagements.

The idea of learning motivation is the organized form of imitating goals, beliefs, and emotions. Wlodkowski (1985) prescribed learning motivation as a force to waking up, provide a direction to continue, and choose a precise learning attitude.

Deci & Ryan two American psychologist are most popular (1985) for their self-determination theory, which bring up two main types of motivation as:

1. Intrinsic motivation.
2. Extrinsic motivation.

Intrinsic motivation grows from interest or enjoyment of individual. It works as internal drives which impels to behave in certain ways like person's core values, interests, and personal senses of morality.

Extrinsic motivation is the behaviours in particular way based on external sources of an individual and its outcomes in external rewards. For example, grading systems, employee evaluations, awards, respect and appreciation, social or family pressures, punishment phobia all are sources of extrinsic motivation.

1.1 Quranic Motivation

Al Quran motivated human being in different perspective. The most powerful motivation from the Quran is those who follow the Quran, they will have been rewarded in haven (Jannah) which is the nicest, pleasuring and happiest place in hereafter. Strong Belief System in Islam considered High morale is constructed on strong faith and belief structure in one's cause and enthusiasm for its achievement and success (Muhammad Tariq Ghauri, 2013). As Allah says in the Holy Quran "Their reward with Allah will be gardens of perpetual residence beneath which rivers flow, wherein they will abide forever, Allah being pleased with them and they with Him. That is for whoever has feared his Lord".

Cader, A. A. (2016) mentioned in his study that Islamic motivation emphases on positions of the nafs (heart): al-nafs al-muṭma'innah (peaceful), al-nafs al-lawwāmah (self-reproaching), and al-nafs al-ammārah bi-al-sū' (motivated to sinful). Tawḥīd (monotheism), refereed by sincerity and Sunnah compliance, drives to īmān (belief). Best motivation is a result of strengthened īmān moderated by knowledge, patience, reliance, piety, inspiration, and rebuke. The resultant action, combined with a rewards/punishment process, yields motivated behaviour. Motivated behaviour is categorized in three behavioural forms: ẓālim li-nafsih (self-oppressive), muqtaṣid (moderate), and sābiq bi-al-khayrāt (foremost in good).

Therefore, Human being is been motivated to learn by almighty Allah as he dignified the persons those who are learned and wise. As Quran says in surah zumar verse no. 9 Ask them: "Are those who know equal to those who do not know?"

2. LITERATURE REVIEW

For ethnic minority student's demand of subjective well-being for themselves have a significant effect to motivate them for their study. (Ulviye Isik et al. 2018). Therefore, Olusegun Agboola Sogunro (2015) named this motivational factors as self-directedness or learners autonomy. Which encourages the student of higher education for their own learning. For personal development

Pakistani wives get motivation to learn English (Noureen Naz & Ambrina Qayyum, 2016). People with high level of efficacy are likely to set high goal and to perform well in academic life (kris M.y.law et al. 2010). However, Self-competence refers one's feelings of self-worth and self-efficacy which can be generally described as the degree to which one believes that he or she is able to achieve a given task (Doo Hun Lim1 and Michael Lane Morris, 2009). Under self-efficacy 17 sub factors facilitate to the ethnic minority student to motivate themselves like leadership skills (Strage, 1999), academic confidence (Strage, 1999), sense of academic control (Gavala & Flett, 2005), etc. Jui-Teng Li and Fuhui Tong (2019) found that for student's confidence they were mostly successful to fulfil their given task.

Student who believe that the education he is receiving has a meaningful value in his practical life will be strongly motivated to acquire this education. Ulviye Isik et al. (2018) explored 18 facilitators of motivation which help to the student to learn more such as perceived consequences and value (McInerney, 1990), task value (Bembenutty, 2007), control beliefs (Bembenutty, 2007), academic expectations (O'Hara et al., 2012), affective commitment to school (Marjoribanks, 1985) etc. For example, Noureen Naz & Ambrina Qayyum (2016) showed that for high value of English in Pakistan housewives were highly motivated to acquire this language. Emotional engagement with school, teacher, or classmates, can connect an individual with learning more effectively (Ulviye Isik et al. 2018). Moreover, a school teacher or schoolmate can emotionally affect which can enforce a person to be keen with knowledge.

Hence, intellectual ability or intelligence make a person more confident and well-personalised for which one's need to be interested to learn. Similarly, how learning is interesting to a person depends on his age level (Ulviye Isik et al. 2018). When learners face the intellectual challenges in his academic life, its makes them more curious to confront the challenges (Catherine C. Schifter, 2000). Sometime a bad situation makes a person more committed to reach to the goal for example arrest by police (Stewart et al., 2007).

To facilitate their daily tasks more efficiently Pakistani housewives were motivated to learn English language. To understand better and appreciate British art, literature, movies, media, to keep pace with new technology they were keen to learn (Noureen Naz & Ambrina Qayyum (2016). Sufficient knowledge of the content and specific skills to explore information makes more strong mentality to the knowledge. Students also need to be skilled to use cognitive tools like computers and accompanying software programs for their learning (Phyllis C. Blumenfeld et al. 2011). Besides, student's dissatisfaction with different aspects of their learning experience demanded more serious attention to improve teachers' knowledge (Saeedeh Jafari Pazoki and Minoo Alemi, 2019). Ulviye Isik et al. (2018) included in study skill like cognitive engagement, metacognition, time management, rehearsal, elaboration, critical thinking, and organization.

Consequently, it's about the ethnic minority student's identity and orientation regarding their self-ethnic culture where they stay knowledge (Saeedeh Jafari Pazoki and Minoo Alemi, 2019). Ulviye Isik et al. (2018). Ten facilitators are related with motivation of ethnic minority students such as majority acculturation (Lew et al., 1998), Anglo (majority) orientation (Flores et al., 2008), minority acculturation (Lew et al., 1998), ethnic (identity) centrality (Perreira et al., 2010), ethnic pride (Warner, 2008), Africentric values (Shin, 2011).

Gratification is acting well in its facilitative role of inspiration and motivate knowledge seekers to study meaningfully (kris M.y.lawe al. (2010). Satisfaction is related positively to motivate learners for meting their challenges, passed the assessments, and for certificate of their personal evidence (Biyun Huang and Khe Foon Hew, 2017). For pleasure and enjoyment students work on cognitive vocabulary learning materials (Jui-Teng Li and Fuhui Tong (2019).

Expectation drives student's mentality to run to the goal which motivates them to learn. As their expectation to go for higher studies Pakistani housewives learnt English language. As well as to improve themselves they learn a foreign language (Noureen Naz & Ambrina Qayyum, 2016). According to (kris M.y.law et al. 2010) expection and self-improvement attitude is a strong factor influence motivation to learn.

The interest and value is a student's character to the problem and ingredient in projects which will influence how motivated they will be to include in the project (Phyllis C. Blumenfeld et al. 2011). Learners interest and perceived value will have increased if the task or problem is: (a) varied and engaged in novel elements; (b) authentic and has value; (c) challenging; (d) closure to create an artefact; (e)there are opportunities to work with others (Malone & Lepper, 1987). Noureen Naz & Ambrina Qayyum (2016) Investigated whether the learners really enjoy learning English and want to achieve it just for knowledge. positive response come 52% from the query. 44% said to get away from routine, loneliness or boredom. Lim and Kim (2003) said level of interest is a motivation factor which promoting learner engagement during learning. If the task is challenging and looks fantasy learners will be motivated (Malone, 1981). If a student got Opportunity for scholarly pursuit, highly motivated to learn his lesson. Similarly, Opportunity to develop new ideas looks a strong motivating factors which encourages student to be keen of knowledge (Catherine C. Schifter, 2000).

In addition, Student who grows individual attitude and expectation more possibly have a higher level of efficacy which known as factor effect motivation to learn (kris M.y.law et al. 2010). "Intrinsic value" which include "Perceived abilities", "Positive prior experiences" and "Intrinsic value" encourages student to learn (MerilinSäde et al. 2019).

Cognitive vocabulary learning materials meet student's needs for vocabulary learning which catch their attention and they felt enjoy to learn (Jui-Teng Li and Fuhui Tong, 2019). Biyun Huang and Khe Foon Hew (2017) found a positive relation on student's overall motivation. Learner self-control is significantly correlated with the learner's perceived learning implementation[16]. The Lim and Kim's (2003) typology was originally created to assess online learning motivation, the typology should have implementation for experiment blended learning environments (Doo Hun Lim and Michael Lane Morris, 2009).

Ideal-self refers idea about self-experience and self-contribution. A clear idea about own experience and self-contribution make a person confident and thirsty to learn more. This source of motivation focused internalized or instrumentality-promotion to fertilize knowledge of English through long-term goals (Saeedeh Jafari Pazoki, Minoo Alemi, 2019).

This factor focuses a person's belief to acquire to meet expectations based on a duty of sense and to eliminate penalty or a negative outcome. This source of motivation is related to responsibilities and obligations which stimulate student to learn (Saeedeh Jafari Pazoki, Minoo Alemi, 2019).

In Islamic sense, the Islamic belief system has got a exciting, dynamic and simulative tools for its supporters that empowers them to perform and discharge their responsibilities with full sense of great motivation. That is why Islam motivates its supporters to learn. Allah the almighty revealed the first for Quran is "Read". This word is motivating Muslims to learn for hundreds of years. Their fundamental source of motivation is Spiritual factor which inhabits the highest place in the list of intrinsic motivation (Muhammad Tariq Ghauri, 2013).

Intrinsic or Individual Motivational factors:

1. Well-being;
2. Self-efficacy, confidence and effort;
3. Beliefs and value of education;
4. Emotion related to learning;
5. Personal characteristic and situation;
6. Study skills/ Skills;
7. Ethnic identity and orientation;
8. Gratification/ Satisfaction;
9. Expectation and self-improvement attitude;
10. Enjoyment and interest;
11. Creativeness;
12. Intrinsic attitude;
13. Attention;
14. Self-control;
15. Ideal-self (idea about self-experience and self-contribution);
16. Ought-to self (guide for self-ambition).

3. METHODOLOGY

This study explored the individual motivating factors which enforce the student's learning performances by analysing content or document as books, magazines, newspapers and the contents of all other verbal materials. All explored learning motivational factors were categorised and selected only intrinsic or individual factors which affect a person's performance to achieve the goal of his learning positively. Then researcher followed the textual analysing method to integrate all those learning motivational factors with the Quranic approaches. Researcher investigated the related verses of holy Quranic which are the root of notion of those explored learning motivational factors.

4. FACTORS IN QURANIC APPROACHES

4.1 Well-being

Thinking about well-being of their own among ethnic minority student motivate them to study more. Because they have to cope with avoidance in society. (Ulviye Isik et al. 2018). So they need actively coping with variety of deprivations from majority group of society. They have to fight for their well-being which motivate them to study more. But Quran is fully conscious about the right of minority group in society which can make them tension free and motivate them to learn more according to their goal. As Quran mention "There is no compulsion in religion" (Qur'an 2:256). Freedom of belief is the main right which recognizes man as a human being. To reject anybody this right is to deny him or her humanity. Autonomy of belief also implies the freedom to prompt and propagate one's belief without fear of threat or harassment; otherwise, that freedom is dead and meaningless.

Islam entitled every single person the freedom of belief, conscience and worship (Ahmad Yousif, 2010). As Qur'an refers "The Truth is from your Lord. Let him who will, believe, and let him who will, reject (it)" (Qur'an 18: 29). While Muslims are obliged to spread the message, non-Muslims are not obliged to accept. According to the Quran "Verily We have revealed the Book to thee in Truth, for (instructing) mankind. So whoever receives guidance benefits his own soul; and whoever goes stray, injures his own soul. Nor art thou set over them to dispose of their affairs". (Qur'an 39: 41)

4.2   Self-efficacy, confidence and effort

The verse of al-Baqarah, 2: 286 that indicates: "Allah does not burden what one can bear. One gets every good that he or she earns, and he or she is punished for the evil that he or she does." This verse clearly focused that Allah the All Mighty would not burden something to his servant which is not bearable to him. If the person has trust in the promise of All Mighty, then a form of inner commitment will develop that the task entrusted someone is able to execute and is able to overcome the obstacles because of the capability that is proportional to what is marked by Allah the All Mighty to the person (Noornajihan Jaafar et al. 2016). So learners can be motivated to learn by developing inner commitment that no burden is given by all mighty which is not bearable as mention in Quran.

It is shown by God in Surah Ali 'Imran, 3: 139 which means: "And don't you feel weak (in the fight to defend and uphold Islam), and do not grieve (over what will happen to you), but you are the uppermost (to overwhelm the opponent with victory) if you think that (you are truly) believers". By this verse Allah taught how to be confident.

As thinking is the important way of learning, always thinking positive is the first condition for sel-efficacy, if an individual is always being positive then the positive result will come to him and vice versa (Rusdin 2008). All Mighty said in the holy Quran "So do not weaken and do not grieve, and you will be superior if you are [true] believers" (Al-Imran: 139). So, for being confident and thinking positive once can motivate to learn more.

4.3   Beliefs and value of knowledge

Belief and knowing the value of knowledge can motivate to learn to reach to the goal. The holy Quran clearly differentiate between knowledgeable person and ignorant as Say: "Are those equal, those who know and those who do not know? It is those who are endued with understanding that receive admonition" (Al-Quran, 39:9). This verses showed the value of knowledge and encouraged the knowledge seeker to study more. Real knowledge is that which recognizes the truth and unlocks one's mind to the necessity to be in touch with is the fundamental truths in the universe. Those who bound themselves to specific experiences and superficial dream are no more than collectors of information. They will never achieve the rank of society with knowledge.

4.4   Emotion related to learning

Emotional engagement with school, teacher, or classmates, can connect an individual with learning more effectively (Ulviye Isik et al. 2018). In addition, the knowledge related to tradition, history, culture and behaviour religion which are related to learner's emotion are more attracted to learn. As Allah teaches his prophet (PBUH)by sura Al-Alaq: "read! in the name of thy Lord and Cherisher, who created. He Who taught (the use of) the pen. Taught man that which he knew not (Al-Quran, 96: 1,4,5). To know the history Quran motivated learners like this "And remember how He (Allah) made you inheritors after the (time of the) people of A'ad ('Ad, 'Aad) and gave you the land where you built castles on the plains and carved mountains into homes" (Quran 7:74).
Following teachers Musa asks his teacher Khidr, "Can I follow you to learn from what you've been taught?" (Al-Quran18:66)

4.5   Personal characteristic and situation

Islamic Philosophy of Education inspired to learn by considering and thinking of their own act, as all action have its exchange from Allah. Thus, by focusing the teenagers with this aspect, would appreciate their mentality and utilize it regarding the right action (Aminuddin Hassana et al. 2010). Say, "Indeed, my prayer, my rites of sacrifice, my living and my dying are for Allah, Lord of the worlds" (Al-Quran- 6: 162).

To develop individual character students must learn how to behave, replay or react. Quran is the best motivational guideline. As Quran teaches;

"O you who have believed, let not a group of people mock [other] people; perhaps they may be better than them; nor let women mock [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of shamelessness after [one's] faith. And whoever does not repent – then it is those who are the wrongdoers." [Quran 49:11] so to improve personality (characters) learners are motivated to learn.

4.6   Study skills/ Skills

There is a proverb that "Skill and confidence are an unconquered army". Students also need to be skilled to use cognitive tools like computers and accompanying software programs for their learning (Phyllis C. Blumenfeld et al. 2011). Quran mentioned in surah AL-Qasas how skill is important as prophet Musa urged to all mighty to send his brother to him because of his skill.

"And my brother Haroon is more fluent than me in tongue, so send him with me as support, verifying me. Indeed, I fear that they will deny me." (Al-Quran 28:34). Aaron is more eloquent and better skilled to defend the message (only because of his language skill). He can provide much needed support, and can succeed Moses should he be killed. Moses. This skill makes the learners more confident which motivate them to advance learning.

4.7   Ethnic identity and orientation

To overcome the avoidance of ethnic minority student or any deprivation they should achieve some excellent moral character by learning. Holy Quran indicates that Allah created lots of ethnicity to know each other "O you mankind, surely We created you of a male and a female, and We have made you races and tribes that you may get mutually acquainted. Surely the most honourable among you in the Providence of Allah are the most pious; surely Allah is Ever-Knowing, Ever-Cognizant" (Al-Quran-49:13). Prophet Muhammad (PBUH) is the prime representative of Muslim ethnic group, he was some great moral character as Allah said "And indeed, you are of a great moral character" (Al-Quran 68.4). in the early age of Islam in Makkah Muslim were avoidance and deprived by majority ethnic group. Prophet Muhammad (PBUH) used his wisdom to overcome all of difficulties.

4.8   Gratification/ Satisfaction

Satisfaction is acting well in its facilitative role of encouragement and motivate knowledge seekers to study meaningfully (kris M.y.law et al. 2010). When Allah asked to the angel about the name of nature in Jannah they replied their incapability and praised Allah for what they learnt from almighty (swt). Mentioned in Quran: "They said, Glory to Thee, of knowledge We have none, save what Thou Hast taught us: In truth it is Thou Who art perfect in knowledge and wisdom." (Quran 2: 32)

4.9   Expectation

Expectation drives student's mentality to run to the goal which motivates them to learn. Those who are Muslim, their destined expectation is to achieve the satisfaction of almighty Allah. If a Muslim hasten to his final expectation Allah will give him the to acquire knowledge as he said: "If you are conscious of Allah, Allah will give you knowledge. He will teach you". (Al-Quran 2:282). My Lord Increase me in knowledge. (Al-Quran 20:114).

4.10   Enjoyment and interest

Noureen Naz & Ambrina Qayyum (2016) found that when people feel loneliness or boredom in life then he looks for something fantasy, enjoyable or interesting. Only because of this, housewives really enjoyed to learn English and want to achieve it just for knowledge. Similarly, Holy Quran mentioned to observe, enjoy and learn from the creation of Almighty. Such as; "Say, [O Muhammad], "Travel through the land and observe how He began creation. Then Allah will produce the final creation. Indeed, Allah, over all things, is competent". (Al-Quran 29:20).

4.11   Creativeness

If a student got Opportunity for scholarly pursuit highly motivated to learn his lesson. Similarly, Opportunity to develop new ideas looks a strong motivating factors which encourages student to be keen of knowledge (Catherine C. Schifter, 2000). Edward de Bono said "Creative thinking is not a talent; it is a skill that can be learnt. It empowers people by adding strength to their" natural abilities which improves teamwork, productivity and, where appropriate, profits (Burian, P. E et al. (2014). In addition, the importance of creativity was assigned by Islam.(Mohamad et al. (2012). Quran inspired to those who are creative thinker such as;

"And your Lord inspired the bee, saying, 'take your habitations in the mountains and in the trees, and in what they erect.'. Then eat of all fruits, and follow the ways of your Lord made easy, there comes forth from within their bellies a drink of varying color, wherein is healing for men. Verily in this is a sign for people who think" (Quran 16 : 68-69).

"In the creation of the heavens and the earth the alternation of the night and the day, in the ships that sail in the sea with their load…. in the rain which Allah sends down from the sky and thus revives the earth after its death; and then He spread in all kinds of animals; in the changing of the winds: in the clouds which have been left suspending between the heaven and the earth -in all these are clear signs for the people who understand" (Quran 2:164)

4.12   Intrinsic attitude or self-improvement attitude

Student who grows self-attitude and expectation more possibly have a higher level of efficacy which affect them to learn (kris M.y.law et al. 2010). Those who are intrinsically more keen to learn, Quran encouraged them like this; "And ask the people who remember, if you do not know yourself" (Al-Quran 16:43). To test truly the depth of knowledge, ask deeper questions. 'Rattle the cages' of assumptions, test the boundary of theories and imagine in another approaches.

4.13   Attention

Cognitive vocabulary learning materials meet student's needs for vocabulary learning which catch their attention and they felt enjoy to learn (Jui-Teng Li and Fuhui Tong, 2019). Learners whom search knowledge and support people to learn have an astonishing reward from Allah. Likewise, Allah attract the attention of wisdom-lover by ranking highly in worldly life and hereafter. Allah Almighty says in Noble Quran.

"O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do" (Quran 58:11).

4.14 Self-control

Learner control is significantly correlated with the learner's perceived learning implementation. The Lim and Kim's (2003) typology was originally created to assess online learning motivation, the typology should have implementation for experiment blended learning environments (Doo Hun Lim1 and Michael Lane Morris2, 2009). To control themselves from evil deeds learners, need knowledge. As Quran says in chapter 24 verses 30-31 about self-control of believers;

"Tell the believing men to reduce [some] of their vision and guard their private parts. That is purer for them. Indeed, Allah is Acquainted with what they do" (Quran 24:30). To self-controlling one's need knowledge as Allah says "We will soon show them our signs in the universe and in their own souls, until it becomes quite clear to them that it is the Truth." (41:53)

4.15 Ideal-self

This source of motivation focused internalized or instrumentality-promotion to fertilize knowledge through long-term goals (Saeedeh Jafari Pazoki, Minoo Alemi, 2019). The almighty Allah also warned not to comment without well-enriched knowledge, as He says (interpretation of the meaning):

"And follow not (O man, i.e., say not, or do not, or witness not) that of which you have no knowledge. Verily, the hearing, and the sight, and the heart of each of those ones will be questioned (by Allah)". (al-Israa' 17:36)

4.16 Ought-to self

This factor suggests a person's belief to attain to meet the ambition based on a duty of sense and to eliminate penalty or a negative outcome. In the same way Quran suggested such a guideline which attain the goal of believers and save them from the worst punishment. As Allah declare here;

"O you who have believed, shall I guide you to a transaction that will save you from a painful punishment? (It is that) you believe in Allah and His Messenger and strive in the cause of Allah with your wealth and your lives. That is best for you, if you should know." (Quran- 61: 10-11)

5. FINDINGS AND DISCUSSION

This study found individual motivational factors which are mentioned in general sense in different research papers. 16 individual motivational factors which motivate for learning were extracted by reviewing literature. For example, "self-efficacy" is the most mentioned factors in literature. This research found that all of these extracted learning motivational factors are integrated with Quranic point of view. According to "self-efficacy" Quran shows the effectiveness of self-efficacy for the learners. As Allah says "Allah does not burden what one can bear. One gets every good that he or she earns, and he or she is punished for the evil that he or she does" (Al-Quran 2: 286). "Self-Expectation" mentioned in literature in general sense is another important motivational factors which intended learners to learn. To support this motivational factors, researchers found the Quranic point of view which indicates the self-expectation for knowledge. As Allah says, "If you are conscious of Allah, Allah will give you knowledge. He will teach you" (Al-Quran 2:282). In another verse almighty Allah says; My Lord Increase me in knowledge. (Al-Quran 20:114). Finally, it's been found that the learning motivational factors which were collected from the literature in general sense all are integrated in Quranic approaches.

6. CONCLUSION

In conclusion, the organized form of imitating goals, beliefs, and emotions is learning motivation. Sixteen factors were extracted from literature which can impact positively to individual's mind for achieving learning goals. All this learning motivational factors are supported by the Quranic knowledge. By this study learner will get a Quranic overview on how Quran can influence individuals to motivate for learning. which will motivate learners to be more focused on learning. Literature indicated various types of learning motivational factors like social factors, financial factors, school related factors, carrier related factors, individual factors. This research focused on individual factors only. This study provides a basis for further research and suggests that how other learning motivational factors are supported in Quranic approaches.

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