

THE INFLUENCE OF VERBAL AND NON-VERBAL COMMUNICATION OF ISLAMIC EDUCATION TEACHERS ON STUDENTS' LEARNING MOTIVATION

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ABSTRACT

Background	Effective communication by Islamic Education (PAI) teachers, both verbal and non-verbal, plays a crucial role in character development, enhancing learning motivation, and fostering positive spiritual and emotional relationships between teachers and students.
Purpose	This study aims to determine the influence of verbal and non-verbal communication employed by Islamic Education teachers on students' learning motivation.
Research Methodology	Using a correlational research design, data were collected through questionnaires distributed to 47 students, and hypothesis testing was conducted using t-tests and F-tests.
Result	That both verbal and non-verbal communication by Islamic Religious Education teachers significantly affect the learning motivation of students at Madrasah Tsanawiyah Ar Raudlah Lanpelan Sana Laok, Pamekasan. Verbal communication, with a t-value of 5.125, contributes to increased motivation through clarity, intonation, and language style. Meanwhile, non-verbal communication, with a t-value of 2.321 such as eye contact, smiling, and positive gestures also plays an important role. Simultaneously, the F-value of 47.682 demonstrates that both forms of communication together have a significant influence on creating a positive learning environment, supporting motivation, and strengthening students' character.
Conclusion	Verbal and non-verbal communication by teachers is essential for improving learning motivation, shaping character, and establishing a positive, interactive, and spiritually enriching educational atmosphere for students.
Keywords	Verbal Communication, Non-Verbal Communication, Teacher, Islamic Religious Education

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INTRODUCTION

Communication between Islamic Religious Education teachers and students plays a vital role in shaping students' character and spiritual understanding. Martin Buber's philosophy of dialogue emphasizes a reciprocal "I-Thou" relationship characterized by sincerity and openness, rather than a one-sided "I-It" interaction (Öncü & Taşkın, 2020). This two-way communication model has proven effective in character education, particularly in Islamic boarding schools (*pesantren*), as it fosters empathy and trust (Hastasari et al., 2022). In this context, the teacher also serves as a role model for instilling Islamic values. Problem-Based Learning can enhance learning satisfaction and positive values, even though it may not significantly affect conceptual understanding (Nawi et al., 2020). Linguistic challenges in multilingual classrooms can be mitigated by employing the mother tongue during the early stages of learning (Faisal et al., 2021). Moreover, the spiritual competence of teachers has a profound impact on students' moral development and academic achievement (Samad et al., 2023). Islamic education should also embrace inclusivity and multiculturalism (Afriyanto & Anandari, 2024), and integrate with modern technology (Tanti et al., 2025).

Teaching Islamic Religious Education to students with special needs, particularly those who are hearing impaired, requires effective communication methods and strategies for value internalization, such as the use of humor, praise, and practical activities (Dzulkifli et al., 2020; Hussin & Tamuri, 2019). Teachers' personal competence is closely related to their interpersonal communication skills, which directly influence the quality of teaching and learning (Baidowi et al., 2024). Effective communication by Islamic Religious Education teachers can enhance students' learning abilities through personal and emotional approaches (Ramadhani & Faridah, 2025). Both verbal and non-verbal interactions between teachers and students are essential for fostering students' active participation (Baidowi et al., 2024). Furthermore, interpersonal communication by teachers helps reduce students' academic anxiety (Lubis & Nurhanifah, 2025) and strengthens character education through exemplary behavior and persuasive approaches (Bahrudin et al., 2024).

Verbal communication skills of Islamic Religious Education teachers significantly influence students' learning motivation. Teachers with strong communication abilities tend to build positive relationships with students, thereby increasing their interest in religious studies (Kalkan et al., 2022). Innovative teaching methods such as the Community of Philosophical Inquiry, which emphasizes verbal communication, critical thinking, and collaboration, have been shown to enhance student motivation and engagement (Wan Yusoff et al., 2022). While effective communication encompasses both verbal and non-verbal elements, verbal communication remains central to building motivational interactions (Ismail et al., 2020). Strategies such as group discussions and project-based learning align with Self-Determination Theory, which highlights the importance of relevance and personal meaning in learning to foster intrinsic motivation (Sholeh et al., 2024).

Non-verbal behaviors of Islamic Religious Education teachers—such as smiling, making eye contact, and using positive body language—play a significant role in creating a supportive and motivating learning environment. Research by Aziz et al. (2021) demonstrates that students feel more motivated and less bored when teachers express positive facial expressions and smiles. Additionally, friendly and confident teacher attitudes contribute to a positive classroom atmosphere, whereas stern or judgmental behavior may reduce students' motivation (Sajjad et al., 2023). Thus, teachers' awareness of their non-verbal behavior and the use of positive non-verbal communication are essential in enhancing student motivation, particularly in Islamic Religious Education, where student interest is often low (Khofiyah, 2020).

This study fills a research gap by examining the combined influence of verbal and non-verbal communication by Islamic Religious Education teachers on students' learning motivation at Madrasah Tsanawiyah Ar Raudlah Lanpelan Sana Laok—an area rarely explored comprehensively. The findings indicate

that both forms of communication significantly impact student motivation. The novelty of this research lies in its integrated approach, assessing the simultaneous contribution of verbal and non-verbal communication within the context of Islamic education at the secondary school level. The study aims to provide practical insights for teachers to improve students' motivation through effective communication, and to serve as a foundation for developing more effective teaching strategies. The broader impact is expected to enhance the quality of instruction and increase students' interest in Islamic Religious Education.

RESEARCH METHODOLOGY

This study employed a quantitative correlational approach aimed at determining whether there is a significant influence of the independent variables namely, verbal and nonverbal communication of Islamic Religious Education (IRE) teachers on the dependent variable, which is students' learning motivation. This approach was selected because it enables the researcher to statistically measure the strength and direction of the relationship between variables. The research was conducted at MTs Ar Raudlah Lantelan Sana Laok, Pamekasan, involving a population of 47 students. Given that the population size is fewer than 100, the study utilized a total sampling technique, in which the entire population was used as the sample. Data collection was carried out using a Likert-scale questionnaire. The instrument is detailed in the following table:

Table 1. Research Instrument

Variable	Indicator	Questionnaire Items
Verbal Communication (Mukhlis et al., 2024)	Accuracy of the Use of Words	The teacher uses appropriate words when explaining the subject matter.
	Readability	The teacher's delivery is clear and easy to follow.
	Clarity	The teacher's explanations are not confusing and are easy to understand.
	Language Style Accuracy	The teacher uses an engaging and student-appropriate language style.
	Intonation and Tone of Voice	The teacher manages intonation and tone of voice effectively while teaching.
	Audience Engagement	The teacher frequently encourages students to engage in discussions or ask questions.
	Articulation	The teacher articulates words clearly and precisely.
	Pronunciation Ability	I do not find it difficult to understand the words spoken by the teacher.
	Eye Contact	The teacher makes eye contact with students during instruction.
	Smiling	The teacher's eye contact helps me focus better on the subject matter.
Nonverbal Communication (Ramallah et al., 2019)		The Islamic Religious Education teacher often smiles during classroom interactions.
		When the teacher smiles, I feel more motivated to learn.
	Movement	The teacher uses hand and body gestures to explain the material.
		The teacher's gestures create a more dynamic and less monotonous learning atmosphere.
	Punctuality	I make an effort to attend IRE classes on time due to the teacher's clear instructions.
	Revision	I allocate time to study at home to better understand IRE material.
	Competition	I am motivated to compete with classmates to achieve the best scores in IRE.
	Achievement	I strive to improve my performance each semester in IRE classes.
	Diligence	I consistently study hard to improve my IRE grades.
	Enjoyment	I feel excited and more motivated when the teacher incorporates games or interesting activities into the lesson.
Learning Motivation (Ama bile et al., 1994)	Reward	I feel motivated to learn when I receive recognition for my achievements in IRE.
	Ambition	I aspire to be the top-performing student in IRE in my class.

The questionnaire instrument underwent validity and reliability testing to ensure its accuracy and consistency. Data analysis was conducted using SPSS software, beginning with descriptive analysis to

determine the mean and standard deviation. The classical assumption tests in this study included tests of normality, linearity, and multicollinearity: Normality test was conducted using either the Kolmogorov-Smirnov or Shapiro-Wilk method, depending on sample size. A significance value (Sig.) greater than 0.05 indicated that the data were normally distributed. Linearity test was performed using ANOVA on the linearity aspect. A significance value less than 0.05 indicated a linear relationship between variables. Multicollinearity test was conducted to ensure there was no high correlation among the independent variables. This was examined through Tolerance and Variance Inflation Factor (VIF) values.

The validity test utilized the item-total correlation method (Pearson Product Moment), where an item was considered valid if the calculated correlation coefficient (r-count) was greater than the critical value (r-table) or if Sig. < 0.05. The reliability test was assessed using Cronbach's Alpha, where a value of $\alpha > 0.60$ indicated acceptable reliability. Hypothesis testing consisted of t-tests and F-tests: The t-test was used to examine the partial influence of each independent variable on the dependent variable. A Sig. value < 0.05 or a t-count greater than t-table indicated a significant effect. The F-test assessed the simultaneous effect of verbal and nonverbal communication on students' learning motivation. A Sig. value < 0.05 indicated that the independent variables jointly had a significant influence.

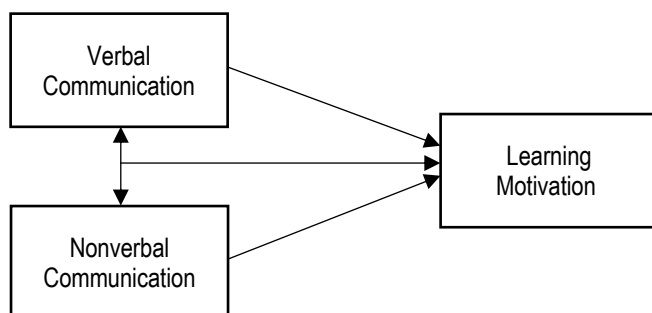


Figure 1. Research Design

Research Hypotheses

1. H1: There is a significant effect of Islamic Religious Education teachers' verbal communication on students' learning motivation at MTs Ar Raudlah Lanpelan Sana Laok, Pamekasan.
2. H2: There is a significant effect of Islamic Religious Education teachers' nonverbal communication on students' learning motivation at MTs Ar Raudlah Lanpelan Sana Laok, Pamekasan.
3. H3: There is a significant simultaneous effect of verbal and nonverbal communication of Islamic Religious Education teachers on students' learning motivation at MTs Ar Raudlah Lanpelan Sana Laok, Pamekasan.

RESULT AND DISCUSSION

Descriptive Statistics

Table 2. Descriptive Statistics

Statistics				
		Verbal Communication	Nonverbal Communication	Students' Learning Motivation
N	Valid	47	47	47
	Missing	0	0	0
Mean		28.9362	23.8511	31.4255
Std. Deviation		3.74981	3.48898	4.85774

Based on Table 2, the study involved 47 respondents with no missing data. The highest mean score was observed for the variable students' learning motivation (31.43), followed by verbal communication (28.94), and nonverbal communication (23.85). This indicates that students tend to have a high

level of learning motivation and are more engaged in verbal interactions compared to nonverbal ones. The highest standard deviation was also found in the learning motivation variable (4.86), signifying a greater variation in motivation levels among students. Conversely, nonverbal communication exhibited a more consistent data distribution.

Validity Test

Table 3. Data Validity Test Results

		Correlations			
		Verbal Communication	Nonverbal Communication	Students' Learning Motivation	Total
Verbal Communication	Pearson Correlation	1	.702**	.804**	.917**
	Sig. (2-tailed)		.000	.000	.000
	N	47	47	47	47
Nonverbal Communication	Pearson Correlation	.702**	1	.704**	.866**
	Sig. (2-tailed)	.000		.000	.000
	N	47	47	47	47
Students' Learning Motivation	Pearson Correlation	.804**	.704**	1	.938**
	Sig. (2-tailed)	.000	.000		.000
	N	47	47	47	47
Total	Pearson Correlation	.917**	.866**	.938**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	47	47	47	47

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 3, with a sample size of 47 respondents, the degrees of freedom (df) is calculated as $47 - 2 = 45$. At a significance level of 5% ($\alpha = 0.05$), the critical value of r (r-table) is approximately 0.288. The results of the validity test using Pearson's correlation show that the correlation coefficients (r-count) are: Verbal Communication: 0.917, Nonverbal Communication: 0.866, Students' Learning Motivation: 0.938. Since all r-count values are greater than r-table, all three variables are considered valid. Therefore, all indicators within the research instrument demonstrate high validity and are suitable for further analysis.

Reliability Test

Table 4. Data Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.884	3

According to Table 4, the reliability test resulted in a Cronbach's Alpha (CA) value of 0.884, which significantly exceeds the minimum acceptable threshold of 0.60. This indicates that the research instrument possesses strong internal consistency. In other words, all items in the questionnaire are highly interrelated and reliably measure the intended variables. Thus, the data collected is considered reliable and trustworthy for subsequent analysis.

Normality Test

Table 5. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Verbal Communication	.109	47	.200*	.965	47	.171
Nonverbal Communication	.100	47	.200*	.971	47	.285
Students' Learning Motivation	.091	47	.200*	.977	47	.489

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 5 presents the results of the normality test using the Kolmogorov–Smirnov (K-S) method via SPSS. The significance values (Sig.) for all variables are 0.200, which is greater than 0.05. This indicates that the distributions of all three variables verbal communication, nonverbal communication, and students' learning motivation are normally distributed. Consequently, the assumption of normality is met, and parametric statistical analyses such as Pearson correlation or linear regression can be appropriately and validly applied.

Linearity Test

Table 6. Linearity Test Results

ANOVA Table					
			Sum of Squares	df	Mean Square
Students' Learning Motivation * Nonverbal Communication	Between Groups	(Combined)	786.767	13	60.521
		Linearity	538.215	1	538.215
		Deviation from Linearity	248.552	12	20.713
	Within Groups		298.722	33	9.052
Total			1085.489	46	
					F
					Sig.

As shown in Table 6, the significance value for linearity is 0.000, indicating a highly significant linear relationship ($p < 0.05$) between students' learning motivation and nonverbal communication. This suggests a strong linear component in the relationship between the two variables. In other words, changes in nonverbal communication are consistently associated with changes in students' learning motivation in a linear manner. Therefore, analyses assuming linearity are appropriate for this dataset.

Multicollinearity Test

Table 7. Multicollinearity Test Results

Coefficients ^a			
		Collinearity Statistics	
Model		Tolerance	VIF
1	Verbal Communication	.507	1.972
	Nonverbal Communication	.507	1.972

a. Dependent Variable: Students' Learning Motivation

Table 7 shows that the tolerance values for both verbal communication and nonverbal communication are 0.507, while the Variance Inflation Factor (VIF) for both variables is 1.972. According to standard multicollinearity criteria, a tolerance value below 0.10 and a VIF above 10 indicate potential multicollinearity problems. However, with a tolerance of 0.507 and VIF of 1.972, it can be concluded that there is no multicollinearity or only a very low level present in the model. Thus, both variables can be included simultaneously in the regression analysis without the risk of serious data redundancy.

Hypothesis Testing (t-test and F-test)

Table 8. t-Test Results

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	-.597	3.305		-.181
	Verbal Communication	.790	.154	.610	5.125
	Nonverbal Communication	.384	.166	.276	2.321
					Sig.

a. Dependent Variable: Students' Learning Motivation

Table 9. F-Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	742.779	2	371.389	47.682	.000 ^b
	Residual	342.710	44	7.789		
	Total	1085.489	46			

a. Dependent Variable: Students' Learning Motivation

b. Predictors: (Constant), Nonverbal Communication, Verbal Communication

The Influence of Islamic Religious Education Teachers' Verbal Communication on Students' Learning Motivation at MTs Ar Raudlah Lanpelan Sana Laok, Pamekasan

Based on Table 8, the t-test value for verbal communication is 5.125, which exceeds the critical t-value of 2.013 at the 5% significance level with $df = 46$. This result indicates that verbal communication has a statistically significant effect on students' motivation to learn Islamic Religious Education (IRE) at MTs Ar Raudlah Lanpelan Sana Laok, Pamekasan. This means that elements such as accuracy of the use of words, readability, clarity, language style, intonation and tone of voice, audience engagement, articulation, and pronunciation abilities positively influence students' punctuality, revision, competition, achievement, diligence, enjoyment, reward, and ambition in learning IRE. The influence of verbal communication is particularly significant in shaping classroom motivation. Students' perceptions of their teacher's argumentativeness and verbal aggressiveness can establish a communication climate that directly affects both student motivation and anxiety levels, where positive verbal communication helps reduce anxiety and increase motivation (Lin et al., 2017). Moreover, nonverbal immediacy behaviors, such as friendliness and clarity, contribute to motivation by creating a more supportive and engaging classroom environment (Frymier, 2016).

Teacher immediacy, or behaviors that reduce psychological distance between teacher and student, has also been shown to enhance motivation and promote a positive classroom climate, while simultaneously mitigating the negative effects of verbal aggressiveness (Mazer & Stowe, 2016). Effective verbal communication especially constructive feedback and variation in language style also strengthens student engagement and academic performance (Mukhlis et al., 2024). Finally, dialogue strategies and the use of open-ended questions encourage active participation and cognitive involvement, both of which are crucial to sustaining motivation (Yi et al., 2023).

The Influence of Islamic Religious Education Teachers' Nonverbal Communication on Students' Learning Motivation at MTs Ar Raudlah Lanpelan Sana Laok, Pamekasan

According to Table 8, the t-test value for nonverbal communication is 2.321, which is greater than the critical t-value of 2.013 at the 5% significance level with $df = 46$. This finding confirms that nonverbal communication significantly affects students' motivation to learn IRE at MTs Ar Raudlah Lanpelan Sana Laok, Pamekasan. This implies that teacher behaviors such as eye contact, frequent smiling, and body gestures positively influence students' punctuality, revision, competition, achievement, diligence, enjoyment, reward, and ambition in learning.

Nonverbal communication, particularly the use of gestures and posture, has been shown to enhance student comprehension, engagement, and memory during lessons. Intentional gestures, especially deictic and iconic types, help clarify verbal messages, making the content more accessible and interesting for students (Al-Khresheh, 2025; Yang & Yang, 2024). In contrast, negative facial expressions such as anger or sadness can reduce students' learning enthusiasm and make them feel less motivated (Cui et al., 2021). Thus, a teacher's nonverbal behavior plays a critical role in shaping the classroom atmosphere and influencing students' motivation to learn.

The Combined Influence of Verbal and Nonverbal Communication of Islamic Religious Education Teachers on Students' Learning Motivation at MTs Ar Raudlah Lanpelan Sana Laok, Pamekasan

Based on Table 9, the F-test value is 47.682, which is significantly greater than the critical F-value of 3.21 with $df_1 = 2$ and $df_2 = 44$ at the 5% significance level. This indicates that the overall regression model is significant, and that the independent variables jointly have a significant effect on the dependent variable. High levels of teacher involvement demonstrated through body language, full attention, and personal interaction are positively correlated with students' learning motivation (Doño & Mangile, 2021). Motivation models highlight the importance of teacher communication behavior, including nonverbal cues, which mediate students' motivational levels and affect their learning outcomes (Frymier, 2016). Moreover, teacher training in effective nonverbal communication and the use of automated feedback technologies can enhance teachers' ability to motivate students (Mu et al., 2025). A supportive classroom environment fostered by positive nonverbal communication also helps reduce student anxiety and encourages active participation (Elisabet, 2015).

CONCLUSION

The verbal and nonverbal communication of Islamic Religious Education (IRE) teachers plays a crucial role in shaping and enhancing students' learning motivation. Verbal communication which includes clarity in delivering messages, appropriate language style, engaging vocal intonation, and emotional connection with the audience helps build a positive relationship between teachers and students. This relationship directly contributes to increased enthusiasm, willingness, and perseverance in learning. On the other hand, nonverbal communication, such as eye contact, smiling, friendly facial expressions, and supportive gestures during explanations, has also proven effective in creating a pleasant and supportive classroom environment. When applied harmoniously, both forms of communication foster a supportive and interactive classroom climate, facilitating character formation, deeper understanding, and the internalization of spiritual values in students. Therefore, IRE teachers must continuously develop their communication competencies, both verbal and nonverbal, as part of pedagogical strategies to enhance student motivation. This approach is also essential in addressing the challenges of making Islamic education inclusive and relevant in the modern era.

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AUTHORS' CONTRIBUTION

- Author 1 : Conceptualization, Researcher, Investigation, Validation, Project Administration, Translator
- Author 2 : Methodology, Data Curation, Investigation, Validation, Writing Draft, Project Administration, Translator
- Author 3 : Data Curation, Investigation, Validation, Writing Draft, Project Administration, Translator

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