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The Effectiveness of the ASSURE Learning Model and Learning Motivation on PAI Learning Outcomes

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ABSTRACT

This study aims to analyze the influence of the ASSURE learning model and learning motivation on the learning outcomes of Islamic Education. The research adopts a quantitative approach using a quasi-experimental method with a pretest-posttest control group design. The sample was selected purposively, consisting of the 10th-grade TJKT class as the experimental group and the 10th-grade TO class as the control group. Data were collected through observation, questionnaires, tests, and documentation. Data analysis was conducted using SPSS version 26.0, employing t-tests, F-tests, multiple linear regression, and the coefficient of determination. The results show that the average score of students in the experimental group (79.33) was higher than that of the control group (69.00). The significance test yielded a p-value of 0.000, indicating a significant effect of the ASSURE learning model on learning outcomes. Learning motivation also had a significant influence (p = 0.026), although it accounted for only 16.5% of the variance in learning outcomes. Simultaneously, the ASSURE model and learning motivation contributed 81.6% to the improvement of students' learning outcomes.

Keywords: ASSURE Model, Learning Motivation, Learning Outcomes, Islamic Education.

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INTRODUCTION

The learning process lies at the heart of education, forming the foundation of all educational endeavors. The success or failure of students in achieving learning objectives heavily depends on the quality of the learning process they undergo, whether in formal settings such as schools or in everyday social interactions (Rifa'i, Kurnia Asih, & Fatmawati, 2022). Therefore, the learning process is considered the heart of education itself. Learning motivation plays a crucial role in achieving optimal learning outcomes, originating from both students' internal drive and external stimuli from their environment.

The learning model chosen by teachers greatly influences the dynamics and outcomes of the learning process. This model encompasses planning, implementation, evaluation, and the use of supporting resources (Iskandar & Wahab, 2023). Teachers naturally hope that the material delivered can be well-received by students (Pratama, 2022). However, achieving effective learning is not easy, considering that teachers must be able to select and apply methods that activate and engage students maximally, taking into account diverse student characteristics such as interests, learning styles, intelligence, and socio-cultural backgrounds (Kusumardi, 2023).

The challenges of education in the 21st century are increasingly complex due to the rapid development of science and technology. This demands innovation in learning design, including the appropriate integration of technology (Syarifah Normawati, 2025). One such innovation is the ASSURE model, designed to assist teachers in creating technology based learning experiences that are adaptive to student characteristics (Ashari, 2024). This model emphasizes student characteristic analysis, goal setting, selection of strategies and media, implementation, and comprehensive evaluation to encourage active student engagement and motivation (Hanaris, 2023).

The geographic and social conditions of SMK PK Ma'arif Pangenan, located in a coastal area, are important factors in the application of the learning model. Students at this school have interactions and environments that differ from those of urban students, requiring relevant and contextual learning approaches. The ASSURE model allows for the adjustment of methods and media according to student characteristics and their environment (Pradana, Zahro, & Widyartono, 2023), making learning materials more engaging and improving learning outcomes.

Interviews with Islamic Religious Education (PAI) teachers revealed that current student learning achievement is at a score of 76, which is the minimum threshold of the Learning Achievement Criteria (KKTP). This condition indicates that students' competency achievement is not yet optimal and requires improvements in the learning strategies used. This score serves as an indicator that the methods applied so far have not been effective enough in facilitating students' learning processes comprehensively, thus affecting the final outcomes that remain unsatisfactory.

Furthermore, unstable student learning motivation is also a significant barrier to improving learning quality. Inconsistent motivation can lead to students lacking enthusiasm during the learning process, resulting in limited engagement and understanding of the material. This is supported by findings from Anggraeni, Lubis, & Yulia (2022), emphasizing that learning motivation is a key component in determining students' academic success, especially in subjects requiring conceptual understanding and deep values, such as Islamic Religious Education.

Based on these issues, this study aims to examine the effectiveness of the ASSURE learning model as an alternative strategy capable of improving PAI student learning outcomes. The ASSURE model, which emphasizes the utilization of appropriate learning media and method adjustments according to student characteristics, is expected to significantly enhance learning motivation. Thus, this research not only focuses on improving academic achievement but also seeks to understand the role of motivation as a primary supporting factor in the Islamic Religious Education learning process.

Theoretically, this study fills a gap by directly linking the ASSURE model with learning motivation in the context of PAI at vocational high schools, unlike previous studies which mostly focused on general subjects or creativity rather than motivation (Bachtiar, 2021; Darllis, F, & Miaz, 2020; Rustandi, Haeruddin, & Darmansyah, 2022). This research employs a quantitative experimental approach with a pretest-posttest control design, allowing objective measurement of learning outcome changes. Additionally, related studies have shown that the ASSURE model can improve students' creativity and mathematics learning outcomes. Fluency and originality aspects significantly improved after applying this model compared to expository learning, although motivation was not the primary focus. Therefore, this study examines the simultaneous relationship between the ASSURE model, learning motivation, and learning outcomes in the PAI subject.

Previous research by Oktiana focused more on using media as an aid without systematic integration into the learning model. In contrast, modern instructional design theory, such as the ASSURE model Heinich et al., 1996 in (Bajracharya, 2019), positions media as one of six key components in creating effective learning experiences. This model includes analysis of student characteristics, goal setting, selection of methods and media, and continuous evaluation. Thus, research on the ASSURE model does not only focus on audiovisual media but also on how media are holistically integrated into learning strategies. This aligns with the constructivist approach, which emphasizes active and contextual student involvement in building meaningful knowledge (Tishana, Alvendri, Pratama, Jalinus, & Abdullah, 2023). The ASSURE model enables teachers to design learning that responds to student characteristics and curriculum needs, including balancing affective and cognitive aspects in PAI learning.

The main difference between Mardin, Yusuf, & Mamu (2023) and this study lies in the scope of intervention; their study used only one media element, while the ASSURE model promotes an integrated learning framework. This model has greater potential impact because it not only enhances motivation but also optimizes learning planning, implementation, and evaluation comprehensively. Therefore, media integration within models like ASSURE needs to be developed so that religious education is not only informative but also transformational.

The objective of this research is to analyze the effectiveness of the ASSURE model and the role of learning motivation on Islamic Religious Education learning outcomes at the Center of Excellence Vocational High School Ma'arif Pangenan, Cirebon Regency. This study is expected to contribute theoretically and practically to the development of contextual, student-characteristic-oriented learning models. Practically, the results can serve as a reference for teachers in designing more effective learning strategies that motivate students to improve overall learning outcomes.

METHOD

This research adopts a quantitative approach through a quasi-experimental method with a pretest-posttest control group design. The main goal of this method is to explore causal relationships by implementing targeted interventions to students (Sugiyono & Lestari, 2021). The data analyzed include primary data, which were directly obtained from Grade 10 students

of SMK PK Ma'arif Pangenan, and secondary data drawn from various academic sources such as textbooks, peer-reviewed journal articles, and official school records. Data were gathered using a combination of techniques, including observation, questionnaires, testing, and documentation. The sample was selected purposively based on specific criteria set by the researcher. The 10th-grade class specializing in Computer Network and Telecommunications Engineering (TJKT) was assigned as the experimental group, whereas the 10th-grade class in Automotive Engineering (TO) was designated as the control group. The data were analyzed using SPSS version 26.0, employing multiple linear regression to assess the research hypotheses. In addition, both t-tests and F-tests were used to evaluate the statistical significance of the findings, while the coefficient of determination served to indicate the strength of the simultaneous relationships among the variables.

RESULT AND DISCUSSION

Assumption Test Results

To ensure the validity of the statistical procedures, several assumption tests were conducted.

Normality Test

Table 1. Normality Test Results

Normality Test	Statistic	df	Sig. (p)
Shapiro-Wilk	0.973	60	0.264
Kolmogorov-Smirnov	0.982	60	0.372

The results of the Shapiro-Wilk and Kolmogorov-Smirnov tests, as shown in Table 1, indicate significance values greater than 0.05. The Shapiro-Wilk test produced a significance value of 0.264, while the Kolmogorov-Smirnov test yielded a value of 0.372. These results indicate that the data are normally distributed.

Homogeneity Test

Table 2. Homogeneity Test Results

Homogeneity Test	Statistic	df1	df2	Sig.
Levene's Test	1.152	2	57	0.287

Levene's Test for homogeneity, presented in Table 2, shows a significance value of 0.287. This value exceeds the 0.05 threshold, suggesting that the variances among the groups are homogeneous.

Linearity Test

Table 3. Linearity Test Results

Source of Variation	Sig. (p)
Linearity	0.003
Deviation from Linearity	0.258

The linearity test, using analysis of variance as shown in Table 3, produced a significance value of 0.003 for linearity and 0.258 for deviation from linearity. These results confirm a linear relationship between learning motivation and learning outcomes.

Multicollinearity Test

Table 4. Multicollinearity Test Results

Independent Variable	Tolerance	VIF
ASSURE Model	0.765	1.308
Learning Motivation	0.788	1.269

Table 4 presents the results of the multicollinearity test for the independent variables. All tolerance values are greater than 0.1, and all VIF values are well below 10. This indicates that there is no multicollinearity among the independent variables.

Based on the results of all assumption tests including normality, homogeneity, linearity, and multicollinearity, it can be concluded that the data meet the requirements for parametric statistical analysis and are suitable for further inferential testing using methods such as regression and ANOVA.

Hypothesis Test Results and Analysis

The Influence of the ASSURE Learning Model on Learning Outcomes

Quantitative analysis shows that students in the control class scored an average of 69.00, while the experimental class that applied the ASSURE learning model achieved a higher average of 79.33 as shown in Table 5. The standard deviations for the control and experimental groups were 7.120 and 6.789 respectively.

Table 5. Output Results for Control and Experimental Classes

Class	Mean	N	Standard Deviation	Standard Error of Mean
Control Class	69,00	30	7,120	1,300
Experimental Class	79,33	30	6,789	1,240

Table 6 presents a significance value of 0.000 in the Paired Samples Test, confirming that there was a statistically significant improvement in the learning outcomes of students in the experimental group.

Table 6. Paired Samples Test Output

Pair	Mean Difference	Std. Deviation	Std. Error of Mean	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
Control Class – Experimental Class	-10,333	10,902	1,990	-14,404	-6,263	-5,192	29	0,000

Further regression analysis in Table 7 supports this result with a significance value of 0.000 and an F-statistic of 64.429.

Table 7. ANOVA Results Between ASSURE Model and Learning Outcomes

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12,506	1	12,506	64,429	0,000
Residual	5,436	28	1,965		
Total	17,940	29			

The R Square value of 0.697 reported in Table 8 indicates that the ASSURE model explains 69.7 percent of the variance in student achievement. This finding supports previous research such as that by Bachtiar (2021) which highlights the model's effectiveness in creating a student-centered and interactive learning environment.

Table 8. Model Summary Output

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,835	0,697	0,686	0,441

However, a study conducted by Lestari, Budi, & Fitri (2024) found that although there was an increase in students' understanding, the significance value of 0.23 suggested that the result was not statistically significant in certain learning contexts. This underlines the importance of contextual factors such as the type of learning material, student characteristics, and the classroom environment in determining the success of a learning model (Fahriansyah, 2021).

According to constructivist theories proposed by Piaget (1952) and Vygotsky (1978), learning strategies should be adapted to students' cognitive and social developmental levels. Ilham (2020) showed that learning mastery increased from 42.86 percent to 91.43 percent after learning strategies were adjusted based on student characteristics. Differentiated instruction and the selection of appropriate media, which are key elements of the ASSURE model, must be applied based on student assessment(Rustandi et al., 2022).

Moreover, the teacher's ability to integrate technology plays an important role. Teachers with strong digital competence are better able to utilize learning media, which supports the Technological Pedagogical Content Knowledge or TPACK framework (Dewi et al., 2021). Therefore, the success of the ASSURE model also depends on the teacher's mastery of both technological and pedagogical skills.

Another important factor is student motivation. According to the Self-Determination Theory developed by Nur (2025), both intrinsic and extrinsic motivation significantly affect students' focus and persistence in learning. In summary, while the ASSURE model has a positive impact on student learning outcomes, its effectiveness is best achieved through adaptive implementation that takes into consideration student needs, instructional content, and teacher competence.

The Influence of Learning Motivation on Learning Outcomes

Table 9. ANOVA Between Learning Motivation and Learning Outcomes

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2,963	1	2,963	5,540	0,026
Residual	14,977	28	0,535		
Total	17,940	29			

Table 9 indicates that learning motivation significantly influences student outcomes, with a p-value of 0.026, which is less than 0.05. However, the R Square value reported in Table 10 is 0.165, suggesting that motivation accounts for only 16.5 percent of the variance in outcomes, while the remaining 83.5 percent is influenced by other variables not examined in this study.

Table 10. Model Summary Output

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,406	0,165	0,135	0,731

Motivation remains a central pillar in education. Karimah, Sutarjo, & Karyawati (2022) highlight that motivation drives active engagement and focused effort. Without it, students easily lose interest when faced with academic challenges (Arum & Hanif, 2025).

Key motivational dimensions such as perseverance, resilience, attention, achievement, and independence are critical to learning. Arjuna, Prilianto, Ariska, Sukmara, & Tarsono (2024) further explain that intrinsic motivation (e.g., curiosity) is more effective than extrinsic factors (e.g., rewards).

Suniah & Mulyanti (2025) argue that the teacher's role and the learning environment are vital in shaping motivation. Teachers who provide emotional support and stimulating teaching strategies can boost both intrinsic and extrinsic motivation. Thus, motivation-building strategies must integrate psychological, pedagogical, and environmental elements to significantly improve student outcomes.

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Table 11. ANOVA Output of ASSURE Model and Learning Outcomes

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14,635	2	7,318	59,780	0,000
Residual	3,305	27	0,122		
Total	17,940	29			

The results from the multiple regression analysis in Table 11 reveal that both the ASSURE model and learning motivation have a simultaneous and significant effect on learning outcomes, with a significance value of 0,000. The R Square value reported in Table 12 is 0,816, indicating that these two factors together explain 81.6 percent of the variance in student learning outcomes.

Table 12. Model Summary Output

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,903	0,816	0,882	0,350

This supports the findings of Amalia, Fauziah, Fadhilah, & Putra (2023), which showed that active, media-integrated learning models such as ASSURE enhance student engagement and achievement. Keller's ARCS model Na, Jeong, & Lee (2024) also reinforces the importance of motivation built through relevance and satisfaction in sustaining learning.

The model's strength lies in its capacity to align with differentiated instruction principles Sari, Soraya, & Kurjum (2025) emphasizing personalized, media-supported learning based on students' needs. When motivation and engagement are harmonized, students are more likely to achieve meaningful and sustainable academic success.

In conclusion, integrating active learning strategies like the ASSURE model with deliberate efforts to cultivate student motivation forms a robust foundation for improving learning outcomes, especially in Islamic Education. This synergy not only improves cognitive skills but also reinforces affective and psychomotor domains, making it an effective and holistic educational approach.

CONCLUSION

The findings of this study indicate that the ASSURE learning model and student learning motivation have a significant impact on improving learning outcomes, particularly in Islamic Education. Quantitative analysis showed that students in the experimental class who were taught using the ASSURE model achieved higher average scores than those in the control class. The results of ANOVA and multiple regression further support this, with a significance value of 0,000 and a coefficient of determination (R^2) of 0,816, meaning that 81,6% of the variation

in student achievement can be explained by the combined influence of the ASSURE model and learning motivation. While learning motivation alone also showed a significant effect on learning outcomes (p = 0,026), its independent contribution was only 16.5%, suggesting that active learning strategies like the ASSURE model are the dominant factor, though they must be supported by strong internal motivation. The success of the ASSURE model depends heavily on the teacher's ability to design instruction based on student characteristics, select appropriate media, and effectively integrate technology to create an interactive learning experience. Additionally, strategies to build student motivation must incorporate psychological, pedagogical, and environmental considerations.

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