

The Teacher is Not Enough: Why Achievement Motivation Trumps Teaching Styles in Islamic History Classrooms

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Abstract

The main focus of modern education is to enable students to learn independently, yet many students remain heavily dependent on teachers, including in the specific context of Islamic Cultural History learning. This study aims to empirically test and compare whether the teacher's teaching style or the student's achievement motivation has a stronger influence on learning independence when tested simultaneously. Using a quantitative approach with an explanatory associative design, the researchers distributed questionnaires to 104 students at Islamic Senior High School I'anatut Tholibin Margahayu-Bandung-Indonesia and analyzed the data using multiple regression via SPSS 26. The results demonstrate that while both factors have a significant positive impact, achievement motivation is the most dominant predictor of independence in studying Islamic historical narratives, as shown by its higher standardized beta coefficient. This suggests that the narrative and value-heavy nature of Islamic Cultural History (SKI) requires students to have strong internal drive to internalize historical meanings, making their own ambition to achieve more decisive for autonomy than the teacher's external delivery. In conclusion, internal psychological drive is more critical than external pedagogical methods for mastering Islamic Cultural History. Therefore, to foster autonomous learners in Islamic Cultural History, schools should integrate technical programs like 'Historical Role-Play Reflection' and 'Progressive Narrative Mapping' into their curriculum. These initiatives shift the focus from rote memorization to student-led goal-setting, allowing learners to independently analyze historical decision-making and build the self-efficacy needed to interpret historical values.

Keywords

Achievement Motivation; Independent Learning; Islamic Cultural History; Teaching Methods

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1. INTRODUCTION

The main focus in modern education is to develop self-regulated learning in students (Dianah & Oktariza, 2024; Judijanto, 2025; Maysaroh et al., 2025). Self-regulated learning is the ability of students to plan, implement, and evaluate their own learning process without always depending on others



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(Mudarrisa, 2020; Wolters & Brady, 2021; Gumilang et al., 2022; Hamzah et al., 2023). This becomes very relevant in Islamic Cultural History learning, which requires deep critical analysis and historical interpretation. However, learning independence in SKI remains low as students often struggle with the subject's vast narrative scope and abstract concepts, which are frequently delivered through rote memorization methods. This dependence on teacher-led factual delivery prevents students from developing their own analytical frameworks, causing them to view SKI as a static theoretical subject rather than a dynamic field requiring independent inquiry. In the context of rapidly changing global education, this ability is the basis for lifelong learning (Jaya et al., 2023; Effendi et al., 2024; Yasin & Fajrman, 2024). However, in many cases in schools, student independence is often not optimal (Yaremych et al., 2023; Rahman et al., 2024; Lahiya et al., 2025). This can be seen from the lack of student initiative in seeking additional learning resources related to Islamic history, minimal planning of study time, and a tendency to wait for teacher instructions in completing academic assignments (Nurfaisal et al., 2024; Fitriani & Yasmin, 2025).

Learning independence is influenced by two main groups of factors: external (environment) and internal (individual) (Mulyadi & Syahid, 2020; Saragih, 2020; Ilmaknun & Ulfah, 2023; Alrosyid & Istikomah, 2024; Suhartono et al., 2024). The external factor closest to students is the Teacher's Teaching Style. In the context of this study, teaching style is prioritized as the primary external predictor because, in a formal madrasah environment, the teacher serves as the central figure and the main regulator of the classroom climate. While other factors like infrastructure or parental support play a role, the daily interaction and pedagogical approach of the teacher have a more direct and immediate impact on how students exercise autonomy during the learning process. Teaching style refers to the methods and approaches employed by the teacher behavior patterns in delivering material, interacting in the classroom, and managing authority (Hecht & Kahrens, 2021; Budirahayu & Saud, 2023; Wang et al., 2024; Xiong, 2025). Teaching styles that encourage student participation and autonomy (e.g., democratic styles) tend to provide space for students to practice independence (De Loof et al., 2021; Hasbiyallah et al., 2023). Conversely, overly dominant (authoritarian) styles can limit students' opportunities to take responsibility for their learning (Lekahena & Naibaho, 2024; Sidik et al., 2024). Meanwhile, a very important internal factor is Achievement Motivation. This is the psychological drive that makes students work hard, persevere, and set high standards in their academic endeavors (Gutierrez-Serrano et al., 2023; DiNapoli, 2023). Students with high achievement motivation are naturally more proactive in setting goals and overcoming difficulties, which are key elements of learning independence (Lutfiwati, 2020; Umar et al., 2023; Setianawati et al., 2025).

Many previous studies have proven that the Teaching Style (Safitri et al., 2024) and Achievement Motivation (L. Wang & Yu, 2023) Are positively related to students' academic achievement and self-regulation. Most studies, especially in the context of local education, tend to examine these two factors separately or focus only on one dominant variable. Few studies have directly used multiple regression methods to compare the relative strength of environmental variables (Teaching Style) and personal variables (Achievement Motivation) in predicting the Level of Learning Independence (Casey et al., 2021; Guerrettaz et al., 2021; Baker & O'Connell, 2022; Li & Pilz, 2023).

The novelty of this study lies in its attempt to compare these predictive powers. By integrating these two factors into a single analysis model, this study aims to provide a more accurate understanding of the main contributors to student independence. We want to determine whether the influence that comes from teacher behavior (external factors that can be changed) is more dominant than student mental disposition (internal factors). While several recent studies have explored the impact of teaching styles or motivation on learning independence individually (Anayanti & Zainuddin, 2025; Xiong, 2025), there remains a lack of critical comparison that examines their simultaneous influence specifically within the pedagogical framework of Islamic Cultural History (SKI). This study distinguishes itself by addressing this literature gap through the use of a more context-specific assessment instrument tailored to the narrative-driven challenges of SKI, as well as a focus on the unique educational environment of

Islamic Senior High Schools, which may yield different predictive dynamics than those found in general educational settings.

Therefore, this study primarily aims to empirically test and analyze: (1) the influence of Teacher Teaching Style on Students' Level of Learning Independence; (2) the influence of Achievement Motivation on Student Learning Independence Levels; and (3) which variable (Teacher Teaching Style or Achievement Motivation) has a dominant influence on Student Learning Independence Levels when viewed simultaneously. The results of this study are expected to provide practical contributions in the form of more targeted policy recommendations, namely, whether the focus of intervention should be more directed at improving the quality of teacher teaching or at strategies to increase students' internal motivation. Thus, this study positions itself to bridge the theory of teaching behavior and educational psychology in order to optimize student learning outcomes.

2. METHODS

Research Approach

This study employs a quantitative approach with an explanatory associative research design. This design was chosen to examine the causal relationship and influence of Teacher Teaching Style (X1) and Achievement Motivation (X2) on the Level of Student Learning Independence (Y) specifically in Islamic Cultural History learning. This approach is relevant to the multidisciplinary context of education and psychology, as it allows for statistical testing of hypotheses regarding pedagogical and psychological factors (Iskandar et al., 2025).

Subjects of the Study

The research population consisted of all grade XI students at Islamic Senior High School I'natut Tholibin Margahayu, Bandung, Indonesia, who were actively enrolled in Islamic Cultural History subjects. This location was selected as it represents a school environment facing challenges in implementing a curriculum that emphasizes learning autonomy. Grade XI was specifically selected because the Islamic Cultural History (SKI) curriculum at this level contains the most complex and narrative-heavy material, such as the history of Islamic dynasties and intellectual developments, which demands higher critical analysis and independent interpretation compared to the foundational topics in Grade X or the exam-oriented focus of Grade XII. A sample of 104 students was selected using a saturated sampling (total sampling) technique, as the researchers included the entire accessible population from the three available XI classes (Class A: 36, Class B: 34, and Class C: 34). This approach was chosen to ensure maximum representativeness and power for the regression model. The specific criterion was applied that all students had received instruction from the same teacher for at least one semester to maintain consistency in the perceived teaching style variable.

Materials and Instruments

The primary instrument used was a closed questionnaire designed with a 5-point Likert scale (1 = Never to 5 = Always). The materials were structured to capture students' perceptions and behaviors within the context of Islamic Cultural History learning, based on validated indicators for each variable as shown in the table below:

Table 1. Research Indicators

No.	Variable	Indicators
1.	Teaching Style (X1)	1. Participation and Discussion 2. Authority in Decision Making 3. Variety of Methods

No.	Variable	Indicators
		4. Feedback
		5. Resource Facilitation
2.	Motivation to Achieve (X2)	1. Goal Setting
		2. Expectations for Success
		3. Perseverance
		4. Desire for Feedback
		5. Intrinsic Orientation
3.	Level of Independence in Learning (Y)	1. Learning Planning
		2. Learning Initiative
		3. Independent Implementation
		4. Self-Evaluation
		5. Academic Responsibility

Table 2. Validity Test Results

Correlations				
		Teaching_Style	Motivation_to_Achieve	Level_of_Independence
Teaching_Style	Pearson Correlation	1	.967**	.981**
	Sig. (2-tailed)		.000	.000
	N	104	104	104
Motivation_to_Achieve	Pearson Correlation	.967**	1	.993**
	Sig. (2-tailed)	.000		.000
	N	104	104	104
Level_of_Independence	Pearson Correlation	.981**	.993**	1
	Sig. (2-tailed)	.000	.000	
	N	104	104	104

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

Drawing from the validity test outcomes, every item in the instrument is considered valid, as the Sig. (2-tailed) value of 0.000 remains consistently lower than the significance threshold of 0.05. This result demonstrates that each questionnaire statement shows a statistically significant correlation with the overall score of the variable, confirming that the instrument effectively measures the intended constructs. Therefore, the data collected from these items can be confidently used in the following stages of research analysis.

Table 3. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.952	3

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teaching_Style	108.5962	601.583	.975	.984
Motivation_to_Achieve	107.0385	296.367	.988	.920
Level_of_Independence	106.8077	393.963	.996	.851

The results of the reliability test indicate a Cronbach's Alpha score of 0.952. Given that this value far exceeds the commonly accepted thresholds of 0.60 or even the stricter criterion of 0.70, the research instrument is classified as highly reliable. This suggests that the questionnaire items demonstrate outstanding internal consistency, ensuring that the instrument yields stable and consistent measurements for the variables examined in this study.

Research Procedure

The research was conducted by first coordinating with the school administration for sampling. Participants were then given a briefing regarding the purpose of the study. The questionnaire was administered simultaneously across the selected classes to ensure consistency in the students' response environment regarding their experiences in Islamic Cultural History learning and to minimize bias in perceptions of the subject matter.

Data Collection

Primary data collection was carried out through the direct distribution of questionnaires. Each student provided self-reported data regarding their experience in the classroom during Islamic Cultural History lessons and their internal drive for achievement. This method was chosen to capture the subjective perception of students towards the external factor (teaching style) and their internal psychological state (motivation).

Analysis Techniques

The data were analyzed quantitatively using SPSS 26 software through several stages:

- Descriptive Statistical Analysis to provide a data overview.
- Classical Assumption Tests (Normality, Multicollinearity using VIF, and Heteroscedasticity) to ensure the regression model is BLUE (Best Linear Unbiased Estimator).
- Multiple Regression Analysis to derive the causal model.

Hypothesis Testing: Simultaneous Testing (F-test) and Partial Testing (t-test). The dominant variable was determined by comparing the Standardized Beta Coefficients, where the larger value indicates the strongest predictor of learning independence (Razak, 2021). Furthermore, the Coefficient of Determination (R^2) was calculated to measure the percentage of the total variance in learning independence explained by the combined independent variables. To provide a more comprehensive breakdown of each factor's specific impact, Partial Correlation analysis was also utilized, allowing for the determination of the unique contribution of each variable while controlling for the influence of others. This approach was chosen because standardized coefficients allow for a direct comparison

between variables measured on different scales by converting them into a uniform unit of standard deviation, thereby providing a clear indication of which factor exerts the most substantial relative impact on the dependent variable.

3. FINDINGS AND DISCUSSIONS

Findings

This section systematically presents the results of statistical analyses conducted to test the research hypotheses. The results include an overview of the data through descriptive statistics, testing of classical assumptions (normality, multicollinearity, heteroscedasticity, and autocorrelation), and the results of multiple regression hypothesis testing (F-test and t-test). This analysis aims to prove the simultaneous and partial effects of Teaching Style and Achievement Motivation on the Level of Student Learning Independence, as well as to determine which variables have the strongest influence.

Table 4. Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
Level_of_Independence	54.4135	10.93637	104
Teaching_Style	52.6250	6.35700	104
Motivation_to_Achieve	54.1827	13.63303	104

Descriptive statistics from 104 respondents show that the average scores for Independence Level (54.41), Teaching Style (52.63), and Achievement Motivation (54.18) are in the medium to high category, indicating that, in general, these three aspects are functioning quite well in the context of Islamic Cultural History classes. However, the standard deviation values show differences in score variation between variables; perceptions of teachers' Teaching Style are the most homogeneous (6.36), while Achievement Motivation scores have the highest or most heterogeneous variation (13.63), implying that individual differences in achievement motivation are the most variable factor among students.

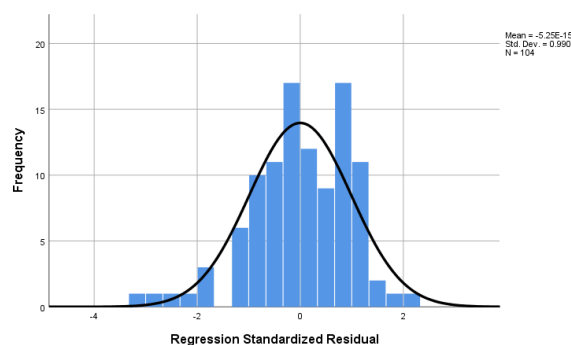


Figure 1. Histogram Regression Standardized Residual Dependent Variable

The Histogram of Regression Standardized Residuals (Residual Terstandarisasi Regresi) is used to test the assumption of normality in regression models (Ismanto & Pebruary, 2021). The figure shows that the frequency distribution of residual data forms a bell-shaped pattern and visually follows a normal curve (curved black line). Most of the residual values are centered around the mean value of zero (Mean = $-5.25E-15 \approx 0$) with a standard deviation close to one (Std. Dev. = 0.990), which is an ideal characteristic of standardized residuals. Based on visual inspection of this histogram, it can be concluded that the residual data is normally distributed, thus fulfilling one of the key assumptions (normality) required to proceed with parametric multiple regression analysis.

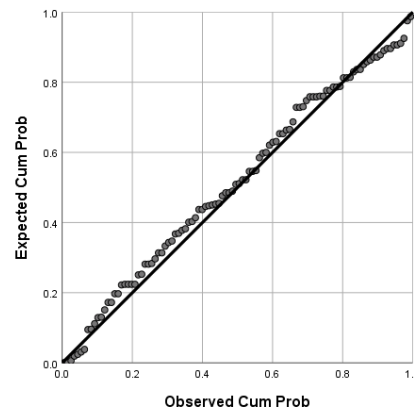


Figure 2. Graph Normal P-P Plot of Regression Standardized Residual Dependent Variable

The Normal P-P Plot of Regression Standardized Residuals serves as a visual tool to assess whether the residual data meet the assumption of normality. This plot displays a comparison between the observed cumulative probability (Observed Cum Prob) and the expected cumulative probability (Expected Cum Prob) under a normal distribution. In the plot, the residual data points are distributed around and along the diagonal line (the solid black line) stretching from the bottom left to the top right. The alignment of these points with the diagonal suggests that the residuals are approximately normally distributed, thereby fulfilling the normality assumption and allowing for the use of multiple regression analysis (Knief & Forstmeier, 2021).

Table 5. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		104
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.95789996
Most Extreme Differences	Absolute	.067
	Positive	.058
	Negative	-.067
Test Statistic		.067
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

The One-Sample Kolmogorov-Smirnov test is applied to evaluate the normality assumption for the Unstandardized Residuals. The test results reveal an asymptotic significance value (Asymp. Sig. (2-tailed)) of 0.200. Since this value exceeds the significance threshold ($\alpha = 0.05$), with $0.200 > 0.05$, the null hypothesis (H_0) is accepted. This outcome indicates that the residual data follows a normal distribution, thereby meeting the normality requirement for conducting multiple regression analysis.

Table 6. Coefficients^a

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-3.814	1.715		-2.224	.028		
	Teaching_Style	.535	.059	.311	9.019	.000	.064	15.624
	Motivation_to_Achieve	.555	.028	.692	20.100	.000	.064	15.624

a. Dependent Variable: Level_of_Independence

This coefficient table shows the results of the t-test and the multicollinearity test. The t-test shows that both Teaching Style (Sig. = 0.000) and Achievement Motivation (Sig. = 0.000) have a significant effect on the Level of Independence, because the significance value is well below 0.05. The resulting regression equation is $\hat{Y} = -3.814 + 0.535X_1 + 0.555X_2$. Furthermore, the Standard Beta Coefficient shows that Achievement Motivation (0.692) has a more dominant effect on Learning Independence than Teaching Style (0.311). However, the Multicollinearity Test results indicate a serious problem because the VIF value of both variables (15.624) far exceeds the tolerance limit of 10, indicating a very strong linear relationship between the independent variables (X_1 and X_2), which can cause the regression coefficients to become unstable and unreliable.

This high multicollinearity represents a methodological limitation, suggesting that in this specific educational context, teaching style and student motivation are deeply intertwined. Therefore, the reported beta coefficients should be interpreted as a combined influence, and future studies are encouraged to utilize Path Analysis or Structural Equation Modeling (SEM) to more effectively disentangle the unique contributions of these variables.

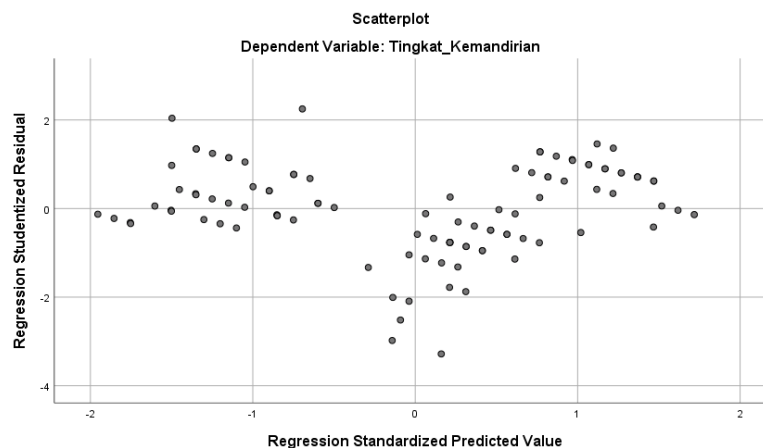


Figure 3. Scatterplot Regression Standardized Predicted Value

A scatterplot comparing the Regression Standardized Predicted Value (X-axis) with the Regression Studentized Residual (Y-axis) is used to test the assumption of heteroscedasticity. In this diagram, the residual points appear to be unevenly distributed, forming a pattern that resembles a widening band or cone shape, and are not randomly distributed above or below the zero line (0). This non-random pattern indicates a problem of heteroscedasticity in the model, meaning that the residual variance differs at different levels of the predictor variable. Thus, one of the key assumptions (homoscedasticity) for classical linear regression is not met in this model.

Table 7. Coefficients^a

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4.222	.995		4.245	.000		
Teaching_Style	-.135	.034	-1.429	-3.942	.000	.064	15.624
Motivation_to_Achieve	.067	.016	1.523	4.202	.000	.064	15.624

a. Dependent Variable: Abs_Res

This Coefficients table displays the results of the Glejser Test to detect heteroscedasticity problems, using the absolute residual value (Abs. Res) as the dependent variable. The Glejser Test criterion is to look at the significance value (Sig.) of the independent variables (Teaching Style and Achievement Motivation) against the Abs. Res value. The results show that the significance values for Teaching Style (Sig. = 0.000) and Achievement Motivation (Sig. = 0.000) are both less than 0.05. This means that both independent variables significantly affect the absolute residual value, indicating that the regression model has a problem of heteroscedasticity. Therefore, the assumption of homoscedasticity (constant residual variance) is not met, and these findings are consistent with the indications of heteroscedasticity seen in the previous scatterplot.

Table 8. Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.388 ^a	.151	.134	.56090	2.165

a. Predictors: (Constant), Motivation_to_Achieve, Teaching_Style

b. Dependent Variable: Abs_Res

Next, the Durbin-Watson test was conducted to detect autocorrelation in the model. Based on the Durbin-Watson table with a significance level of 5% ($\alpha=0.05$), a sample size of $N=104$, and a number of predictors of $k=2$, an upper limit (dU) of 1.605 was obtained. In the Model Summary table, the Durbin-Watson value (d) produced is 2.165. Then, the value (4-dU) is calculated, which is $4 - 1.605 = 2.395$. Because the d value (2.165) is between the dU value (1.605) and the (4-dU) value (2.395), it can be concluded that there is no autocorrelation in this regression model, so the non-autocorrelation assumption is satisfied.

Table 9. Coefficients^a

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-3.814	1.715		-2.224	.028		
Teaching_Style	.535	.059	.311	9.019	.000	.064	15.624
Motivation_to_Achieve	.555	.028	.692	20.100	.000	.064	15.624

a. Dependent Variable: Level_of_Independence

The Teaching Style regression coefficient ($B = 0.535$) is positive, which means there is a positive relationship between Teaching Style (X_1) and Independence Level (Y); the better the Teaching Style (X_1), the higher the Independence Level (Y). Similarly, the regression coefficient for Achievement Motivation ($B = 0.555$) is also positive, indicating a positive relationship between Achievement Motivation (X_2) and Independence Level (Y); the higher the Achievement Motivation (X_2), the higher the Independence Level (Y). Both variables have a significant effect on the Level of Independence because the significance value (Sig.) of both is 0.000 (less than 0.05).

Table 10. ANOVA^a

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12224.711	2	6112.356	6532.094	.000 ^b
Residual	94.510	101	.936		
Total	12319.221	103			

a. Dependent Variable: Level_of_Independence**b. Predictors: (Constant), Motivation_to_Achieve, Teaching_Style**

The regression significance value (Sig.) is 0.000, which is far below the 0.05 threshold (α), leading to the rejection of H_0 and acceptance of H_a . Therefore, it can be concluded that there is a significant relationship and simultaneous effect of Teaching Style and Achievement Motivation on Student Learning Independence. This finding is further supported by the Fcount value of 6532.094, which greatly exceeds the Ftable value (around 3.08 at $\alpha = 0.05$).

Table 11. Model Summary^b

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.996 ^a	.992	.992	.96734	2.233

a. Predictors: (Constant), Motivation_to_Achieve, Teaching_Style**b. Dependent Variable: Level_of_Independence**

The correlation coefficient (R) in the multiple regression model is 0.996, which indicates a very strong and positive linear relationship between the predictor variables (Teaching Style and Achievement Motivation) together with the dependent variable (Level of Independence). Meanwhile,

the coefficient of determination (R Square or R²) is 0.992 or 99.2%. Thus, it can be concluded that Teaching Style and Achievement Motivation simultaneously contribute 99.2% to the Level of Student Learning Independence, while the remaining 0.8% is influenced by other factors outside this research model. The Durbin-Watson value of 2.233 is within the normal range, indicating no autocorrelation. However, such an exceptionally high coefficient of determination suggests a potential for overfitting or extreme multicollinearity within the social science context. This outcome likely stems from the highly integrated nature of the learning environment in this madrasah, where pedagogical delivery and student motivation are perceived as a unified experience. While this reflects a very strong alignment between the variables in this specific sample, it also implies that the instruments may have captured overlapping dimensions of student engagement, which explains the nearly perfect predictive power of the model.

Discussion

These findings confirm that although both predictor variables simultaneously have a significant effect on the Level of Learning Independence, the standardized coefficient analysis shows that Achievement Motivation has a more dominant influence than Teacher Teaching Style (Del Re et al., 2021); (Hasanah et al., 2022); (Ashton et al., 2022). This dominance is reflected in the much larger beta value (Beta = 0.692 compared to 0.311), which fundamentally supports the Social Cognitive Theory framework (Martin & Slepian, 2021; Islam et al., 2023). This theory emphasizes the role of human agency, the ability of individuals to act and control their behavior, which is directly represented by the internal drive to achieve. These findings make a strong contribution by prioritizing the internal psychological disposition of learners as the main determinant of self-regulation success when studying complex subjects like Islamic Cultural History.

However, the role of Teacher Teaching Style as an external factor cannot be ignored because it shows a significant positive influence. This influence is in line with Self-Determination, where teaching styles that are perceived positively by students (such as democratic or participatory styles) fulfill students' basic psychological needs for autonomy and competence. Therefore, the teacher's teaching style functions as a facilitator of the environment, creating a classroom climate that allows students' internal motivation and independence to manifest. Its significant influence, although not dominant, confirms that independence is the result of ecological interactions, not just the result of individual efforts alone (Safutri et al., 2024; Budi & Farisia, 2024).

In the perspective of Social Cognitive Theory, achievement motivation is not only understood as an affective drive, but as a system of self-regulation that includes self-efficacy beliefs, goal orientation, and reflective abilities (Zheng et al., 2021). The dominance of achievement motivation in this study shows that learning independence is more determined by the extent to which students have internal control over their learning process of Islamic historical narratives than by the quality of instructional interventions alone. These findings reinforce the argument that improved self-regulation learning cannot be achieved through refinement of teachers' teaching strategies alone; rather, it must involve strengthening the internal psychological capacity of students. In other words, students who have high achievement motivation will still be able to develop learning independence even in a less-than-ideal pedagogical context, while students with low motivation tend to remain dependent even in a supportive learning environment.

Nevertheless, the role of Teachers' Teaching Styles as an external factor remains significant and cannot be ignored. These findings are in line with Self-Determination Theory (SDT), which emphasizes that a learning environment that supports autonomy, competence, and social connectedness can strengthen students' intrinsic motivation. A teaching style that is democratic, participatory, and responsive to the needs of students serves as an enabling condition that allows students' internal motivation to develop optimally. Thus, the results of this study do not negate the role of teachers, but rather position teachers as facilitators of agency instead of as the main controllers of the learning

process. The pedagogical influence of teachers works indirectly through the mediation of students' motivation and perception of the learning environment (Sadoughi & Hejazi, 2023; Zhang et al., 2024).

Research studies consistently show that learning independence is closely correlated with self-regulation skills, intrinsic motivation, and active involvement of students in the learning process. As Nizaruddin and Kusmaryono pointed out, learning independence and self-regulation develop simultaneously and reinforce each other in the context of problem-based learning, and are an important prerequisite for the development of high-level thinking skills (Nizaruddin & Kusmaryono, 2023). These findings are in line with the implementation of the Independent Curriculum which emphasizes differentiation, learning happiness, and character strengthening, where students are given space to set their own learning rhythms, goals, and strategies. Thus, learning independence cannot be understood as an individual ability that stands alone, but rather as a competency constructed through learning practices that provide autonomy, opportunities for reflection, and meaningful experiences in a sustainable manner.

Learn More. Other studies have also shown that teacher learning leadership and collaborative pedagogical strategies play a role as structural levers for the development of student learning independence. The Susanto et al. study confirms that teacher learning leadership—built through continuous action and transformational change—is significantly correlated with the quality of student learning independence in primary education (Susanto & Rachbini, 2024). Meanwhile, Indriayu's research shows that the Peer Lesson strategy empirically improves indicators of learning independence, such as responsibility, initiative, focus, and the courage to try new things, especially when learning shifts from teacher-centered to learner-centered (Susanto & Rachbini, 2024). Nevertheless, these findings also underscore that the effectiveness of such strategies is highly dependent on systemic support, pedagogical scaffolding, and the readiness of teachers in facilitating the active role of students. In other words, learning independence grows most optimally in a learning ecosystem that combines reflective teacher leadership, participatory learning design, and a school culture that values student agency as a learning subject.

The interpretation of these findings must be done carefully, given the violation of classical assumptions, particularly high multicollinearity and heteroscedasticity detected in the model. Extreme multicollinearity ($VIF > 15$) between Teaching Style and Achievement Motivation suggests that these two factors are closely related in the field; effective teachers tend to foster motivation, or motivated students interpret teachers' behavior positively. This violation, when viewed from the perspective of Ecological Systems Theory (Sheerin et al., 2023), actually underlines the strong synergy between the micro environment (teachers) and individual factors (students). The issue of heteroscedasticity adds the dimension that the effectiveness of this model may vary depending on the level of student motivation, indicating the need for different interventions for different groups of students.

In practical terms, the dominance of Achievement Motivation has urgent policy implications. These findings suggest that schools should shift some of their investment focus from technical pedagogical training for teachers to intensive psychological intervention and counseling programs. These programs should be specifically designed to enhance components of Achievement Motivation, such as instilling mastery goal orientation and self-efficacy in students. This hybrid approach, which combines improvements to the learning environment with enhancements to internal psychological capacity, will be more effective and have a more measurable impact on increasing learning independence.

The contribution of this research extends to the international academic discourse on Student Agency and SRL (Self-Regulated Learning). By finding that internal dispositional factors are stronger predictors in the Indonesian context, this study enriches cross-cultural literature, especially in educational environments that still rely heavily on the authority figure of the teacher. These findings support the global argument that in order to produce the autonomous learners needed in the 21st century, the focus must shift from simply creating supportive external structures to explicitly fostering

internal psychological competencies in students. This encourages the global academic community to consider adapting SRL theory by recognizing the unique role of cultural and social factors that may reinforce dependence on intrinsic motivation.

Future research is advised to use longitudinal designs to test causality and the stability of influences over time. In addition, the use of more sophisticated analytical techniques such as Structural Equation Modeling (SEM) or Robust Regression is necessary to overcome the problems of multicollinearity and heteroscedasticity, so that the resulting predictive coefficients can be more reliable for policy decision-making.

4. CONCLUSION

Overall, this study concludes that student learning independence in Islamic Cultural History (SKI) is significantly influenced by two main factors: teaching style and student achievement motivation. When these two factors are combined, they are very powerful in explaining why student independence levels vary. However, the most important finding is that Achievement Motivation (an internal factor) is the strongest determinant in predicting student independence, surpassing the influence of Teaching Style (an external factor). This finding reaffirms that since SKI material involves complex historical narratives and moral values, students cannot rely solely on external pedagogical delivery; they require a strong internal drive to independently analyze, interpret, and internalize these historical lessons. This reaffirms the theory that internal drive or intention within students is the key to enabling them to manage and lead their own learning process, especially in subjects that demand deep personal reflection rather than mere factual memorization.

The practical implication is that schools should prioritize programs that enhance students' internal drive, such as counseling for self-efficacy and goal setting. These initiatives should also integrate digital historical literacy to empower students to critically navigate historical sources. For future research, it is recommended to employ more robust analytical techniques like Structural Equation Modeling (SEM) or Partial Least Squares (PLS) to better handle complex inter-variable correlations and multicollinearity. Additionally, longitudinal data collection is suggested to establish clearer cause-and-effect relationships. Finally, as this study involves a limited sample of 104 students at a single site, these results must be viewed as preliminary findings that require further verification across broader and more diverse populations to ensure objective generalizability.

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