



Religiosity as a psychological force in developing motivation and academic discipline among Muslim students

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ABSTRACT

Background: The decline in enthusiasm and discipline in learning poses significant challenges for students in the midst of modern era disruptions. While previous literature has often addressed academic aspects separately, religiosity is seen as having an important role as an internal psychological force. This study aims to analyze the influence of religiosity on the academic motivation and discipline of Muslim students at the Faculty of Teacher Training and Education Universitas Sriwijaya. **Methods:** This study uses a quantitative method with a correlational approach. Data were collected using a Likert scale questionnaire from 108 students of the Faculty of Teacher Training and Education, Universitas Sriwijaya, which were selected using proportionate stratified random sampling. Data analysis techniques include Spearman correlation tests and simple linear regression to measure the magnitude of influence between variables. **Findings:** The results of the study showed that religiosity had a positive and significant influence on academic motivation with a contribution of 33.0%, and a positive effect on academic discipline with a contribution of 18.8%. In addition, a strong relationship was found between motivation and academic discipline with a coefficient value of 0.780. These findings confirm the theory that spiritual values serve as internal resources that reinforce students' self-regulation. **Conclusion:** It is concluded that religiosity functions effectively as a psychological foundation that strengthens students' mental resilience, transforming religious values into productive and responsible academic behaviors. **Novelty/Originality of this article:** The novelty of this research lies in the integration of the concept of psychological capital in the context of teacher education, which fills a gap in previous literature that tends to examine the variables of religiosity and academic performance in part without highlighting psychological power holistically.

KEYWORDS: academic discipline; academic motivation; psychological strength; religiosity.

1. Introduction

Higher education basically serves as a means to develop the overall human potential, not only shaping intellectual intelligence but also moral and spiritual resilience. The true role of education is to shape the individual's nature and character to become a perfect human being. Through education obtained from various sources such as family, school, and the surrounding environment, individuals are able to expand their understanding of the world and the universe (Masang, 2021).

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Students, as agents of change, are required to be able to adapt to the challenges of a dynamic era: academic competition, social pressures, and rapid information flows often affect their psychological balance and motivation to learn. Common phenomena that occur in the higher education environment today are decreased enthusiasm for learning, low academic discipline, and increased procrastination related to academic responsibilities. This condition shows that some students do not have optimal psychological resilience and self-management skills.

This data is also in line with a simple pre-survey conducted by researchers on 30 students of the Faculty of Teacher Training and Education, Universitas Sriwijaya (2025), where more than half of the respondents (57%) admitted that they often procrastinate and 48% felt they lost motivation to study towards the end of the semester. These findings confirm that the reality of low academic motivation and discipline among students does occur in the field, so it is important to explore internal factors such as religiosity that can play a role in maintaining their psychological stability and academic behavior.

Within the framework of Maslow's (1971) humanistic theory, religiosity can be seen as part of the process of self-actualization. Individuals who achieve a high level of spiritual need will have a strong internal drive to achieve goals, including in the academic world. Studies by Khan & Watson (2021) and Rohmat & Nisa (2022) also reinforce that religiosity correlates with self-authenticity, emotional stability, and life meaning orientation, three important aspects that are closely related to academic motivation and discipline.

In such situations, religiosity plays an important role as an internal force that can maintain psychological balance while fostering motivation and self-discipline. Religiosity, which includes the dimensions of belief, worship, knowledge, experience, and practice of religious values, serves as a guide to behavior and a source of meaning in life. A person with a high level of religiosity tends to have self-awareness to be responsible, work hard, and be disciplined as a form of devotion to God. Based on this explanation, religiosity is not only theological but also serves as a psychological factor that forms a strong academic character. In addition, there are a number of studies that support the role of religiosity as an important determinant of student academic behavior. Ariani (2021) explained that religiosity has a significant influence on the learning motivation of Indonesian students through increasing intrinsic goal orientation and self-determination. Research by Amalia et al. (2021) also found a positive relationship between religiosity and academic motivation among students in Jakarta. Meanwhile, research by Sihite & Maria (2022) shows that religiosity plays a role in suppressing academic cheating behavior by reinforcing the values of honesty and responsibility.

However, not all students are able to internalize religious values into their academic lives. Many understand religious teachings cognitively but do not make them the basis for self-control, learning, and discipline. This can be seen in behaviors such as decreased motivation in lectures, delays in submitting assignments, and weak commitment to academic responsibilities. This phenomenon shows that there is a gap between the understanding of religion and its implementation in daily academic behavior.

A number of previous studies have addressed the influence of religiosity on academic motivation and academic discipline, but separately. For example, Ariani (2021) study in *The Role of Religiosity and Spirituality in Motivating and Improving Students' Performance in Indonesia* concluded that religiosity has a significant influence on students' learning motivation. Research Amalia & Rachmawati, (2021) also found a positive relationship between religiosity and academic motivation of students in Jakarta. Meanwhile, research by Rachmawati et al. (2023) shows that religiosity is related to students' academic discipline, as religious values increase awareness and self-control.

However, the results of this study still have limitations, namely that they have not examined two variables (motivation and academic discipline) simultaneously in one psychological model, nor have they placed the context in Muslim students of the Faculty of Teacher Training and Education, Universitas Sriwijaya, who are future educators and shapers of the nation's character. In addition, some previous studies have only highlighted

the cognitive aspects of religiosity, without examining in depth its role as a psychological force that fosters intrinsic motivation and self-regulation in learning.

Therefore, this study serves as a refinement and development of the previous study, with the aim of analyzing the role of religiosity as a psychological force in developing the motivation and academic discipline of Muslim students at the Faculty of Teacher Training and Education, Universitas Sriwijaya. From an Islamic perspective, Allah SWT emphasizes in Surah Ar-Ra'd verse 11:

"Indeed, Allah will not change the condition of a people until they change what is in themselves."

This verse emphasizes that positive change, including in the academic field, must begin with personal awareness and effort. Deep-rooted religious values can be a key driver of such change, especially in building motivation and discipline for continuous learning. Therefore, it is important to scientifically examine how religiosity can function as a psychological driver for Faculty of Teacher Training and Education Universitas Sriwijaya students in achieving a balance between spirituality and academic achievement.

In addition to these various findings, the condition of declining motivation and declining academic discipline of students is also seen in the 2023 report of the Ministry of Education, Culture, Research, and Technology (*Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*). In the report, it was recorded that around 42% of students in Indonesia experienced academic burnout, especially from the middle to the end of the semester. This burnout has a direct impact on reduced interest in learning, procrastination of assignments, and weak self-regulation in academic activities. The same report also states that students who have internal sources of psychological support, including self-regulation based on religious values, tend to have better academic endurance than groups that do not have such a foundation. This data shows that the psychological aspects of students, including religiosity, play an important role in maintaining learning resilience.

This phenomenon is consistent with the findings of Wahdi et al. (2023) in the Indonesia National Adolescent Mental Health Survey (I-NAMHS), which revealed that students with a high level of meaning in life, largely influenced by religious beliefs and spirituality possess 1.7 times greater academic motivation compared to those with low levels of life meaning. The meaning of life serves as a protective factor against maladaptive behaviors, including academic procrastination, academic stress, and a diminished sense of responsibility. This reinforces the premise that students with a robust religious foundation are better equipped to maintain academic motivation and discipline, even when facing stressful situations.

A similar condition was also found in a national study by the National Achievement Center (National Achievement Center, 2023), which noted that the academic discipline of Indonesian students tends to decline by 28% in the last three years, especially due to post-pandemic psychological shocks and increasing digital distractions. Interestingly, the study also identified that students who have regular religious routines (e.g., worship, self-reflection, or other spiritual activities) are better able to manage academic time and responsibilities consistently. These findings provide empirical evidence that religiosity not only affects moral aspects but also plays a direct role in the formation of adaptive academic behavior.

In the context of Universitas Sriwijaya, the Universitas Sriwijaya Student Affairs Bureau (2024) stated that more than 50% of Faculty of Teacher Training and Education/*Fakultas Keguruan dan Ilmu Pendidikan* (FKIP) students have difficulty maintaining their focus on studying towards the end of the semester, especially due to task pressure, mental fatigue, and lack of time management. However, students who are active in campus religious activities (e.g., religious mentoring, spiritual studies, and religious organizations) tend to perform better in terms of timely assignment completion and motivation to study continuously. These findings suggest that religiosity can serve as an internal value system that shapes positive academic behavior.

Although the theoretical framework of learning motivation has been widely discussed, there is a significant gap between the ideal values held by students and their actual academic behavior in the field. Initial observations conducted in the Faculty of Teacher Training and Education (FKIP) at Universitas Sriwijaya indicate a rather alarming phenomenon of academic procrastination, characterized by a tendency to delay assignment submissions and a decline in attendance rates for a number of general courses. This condition gives rise to a socio-psychological paradox, whereby students who demographically have a strong religious background actually show signs of academic discipline degradation. This contradiction shows that religious understanding has not been fully internalized as a driving force (psychological marker) in educational activities. Therefore, this research is crucial and urgent to examine the extent to which religiosity can function as an internal psychological force capable of stemming the tide of academic disruption while reconstructing the learning commitment of Muslim students in the modern era.

Thus, empirical evidence from the international, national, and local levels supports that religiosity has an important contribution in developing students' academic motivation and discipline. Therefore, research on the role of religiosity as a psychological force for FKIP students of Universitas Sriwijaya is very relevant. This study not only makes a theoretical contribution, but also has practical implications for strengthening character education for future educators.

2. Methods

2.1 Research design and sampling

This study adopts a correlational quantitative (ex-post facto) design, which is fundamentally chosen to test the significance of relationships and the magnitude of influence between variables as they occur without experimental manipulation, in line with the epistemological approach in the study of social behavior (Creswell, 2014). The research was conducted at the Faculty of Teacher Training and Education (FKIP) of Universitas Sriwijaya. This location was chosen based on contextual considerations that FKIP students are prospective teachers who are in dire need of psychological resilience and high self-regulation, making this location appropriate for examining the role of religiosity as a psychological force in the context of character development.

The research population consists of all active Muslim students at FKIP Universitas Sriwijaya. From this population, a sample of 108 students ($N = 108$) was determined using the Slovin formula with an error tolerance rate of 10% and subsequently selected using Proportionate Stratified Random Sampling. This technique was applied to ensure accurate representation by considering the heterogeneity of students across various study programs within FKIP Universitas Sriwijaya. Each study program stratum was represented proportionally to minimize sampling bias and maintain the external validity of the findings.

2.2 Research instrument and data analysis

The variables studied included Religiosity (X) as a psychological strength, as well as Academic Motivation (Y_1) and Academic Discipline (Y_2) as dependent variables. Primary data collection was carried out through the distribution of a four-choice Likert-scale questionnaire designed based on the Glock and Stark dimensions for religiosity and aspects of target achievement and self-regulation for academic motivation and discipline. Before being used on a large scale, the instrument underwent a series of technical trials to ensure measurement accuracy. Instrument validity was assessed through expert judgment to ensure that each statement item was aligned with the indicators of religiosity and academic discipline being studied. In addition, validity testing was conducted using the product-moment correlation, while reliability was assessed using Cronbach's Alpha on pilot samples.

The reliability test produced a coefficient of 0.865, indicating a very strong level of internal consistency and supporting the suitability of the instrument for field data collection.

The data analysis consisted of several stages, beginning with prerequisite tests using the Kolmogorov–Smirnov normality test and homogeneity of variance test. These tests were followed by the Spearman Rank Correlation Test to examine the strength and direction of the relationships between the variables. Simple Linear Regression Analysis was subsequently employed to determine the magnitude of the contribution or influence of the Religiosity variable on Academic Motivation and Academic Discipline, including the coefficient of determination, at a significance level of $p < 0.05$. The use of this quantitative methodological framework aims to produce measurable empirical evidence that can provide a strong data foundation for the formulation of intervention strategies and program improvement in the FKIP academic environment.

The urgency of applying this method also arises from the need for objective and measurable data to explain the phenomenon of declining student motivation and discipline. Through numerical measurements of religiosity and academic variables, researchers can identify patterns of relationships that are not only descriptive but also analytical. Thus, the correlational quantitative method provides a solid basis for answering the research questions in a scientific, measurable, and accountable manner.

3. Results and Discussion

3.1 Research results

This study discusses religiosity as a psychological force in developing motivation and academic discipline among Muslim students of the Faculty of Teacher Training and Education, Universitas Sriwijaya. It was carried out in October–November 2025 with 108 respondents. Data were analyzed using descriptive statistics, categorization, correlation tests, and simple regression.

This study involved 108 Muslim students from the Faculty of Teacher Training and Education, Universitas Sriwijaya, from various study programs. Most of the respondents came from the Civic Education Study Program (56.5%) and were dominated by fifth-semester students (50.9%).

Table 1. Distribution of respondents by study program

Courses	Number of respondents	Percentage
Pancasila and citizenship education	61	56.5%
Guidance and counseling	8	7.4%
Chemistry education	6	5.6%
Indonesian language and literature education	4	3.7%
Early childhood teacher education	4	3.7%
Biology education	3	2.8%
Physics education	3	2.8%
Mechanical engineering education	3	2.8%
Primary school teacher education	3	2.8%
English language education	2	1.9%
Other study programs	11	10.2%
Entire	108	100%

The dominance of respondents from certain study programs has methodological and substantive implications. Methodologically, this distribution describes a realistic representation of the active student population of Faculty of Teacher Training and Education, Universitas Sriwijaya. Substantively, this allows for an in-depth analysis of whether religiosity has a different contribution to social science students than to exact or vocational sciences. Thus, Table 1 provides a comprehensive overview of the respondents' academic profile which is the basis for the next analysis.

The majority of respondents are in semester 5 (50.9%), indicating that more than half of the students in this study were in the mid-academic phase, which is a period when the tuition load, assignment demands, and preparation for field practice are increasing. In this phase, students generally experience higher academic pressure, so the variables of motivation and academic discipline become increasingly crucial to research.

Table 2. Distribution of respondents by semester

Semester	Entire	Percentage
Semester 1	25	23.1%
Semester 3	23	21.3%
Semester 5	55	50.9%
Semester 7	5	4.6%
Entire	108	100%

This unbalanced distribution of semesters reflects the reality of the distribution of active students at Faculty of Teacher Training and Education and provides a longitudinal perspective on the development of motivation and academic discipline in each phase of education. These findings are important because religiosity as a psychological force can have different influences on each level of student academic development. Thus, Table 2 provides a fundamental understanding related to the academic characteristics of the respondents which enriches the interpretation of the research results in the next section.

3.1.1 Descriptive statistics of research variables

This study involved 108 Muslim students from the Faculty of Teacher Training and Education, Universitas Sriwijaya. Based on the results of questionnaire data processing, students' level of religiosity was in the high category, with an average score of 4.65 on a scale of 5. This shows that most students have a strong level of faith, obedience in worship, and appreciation for spiritual values. In addition, students' academic motivation is also high, with an average score of 4.29. This means that students have a strong drive to learn, complete assignments, and achieve academic excellence. The same goes for academic disciplines, which have an average of 4.29. These results illustrate that students are quite consistent in adhering to study rules, arriving on time, and managing their study time effectively.

In general, the three variables of religiosity, academic motivation, and academic discipline all had an average score above 4.00, which means that Faculty of Teacher Training and Education, Universitas Sriwijaya students showed good psychological and academic behavior. In other words, students not only exhibit high levels of religiosity but also demonstrate motivation and discipline aligned with the spiritual values they adhere to. The findings that students have high levels of religiosity, motivation, and academic discipline are in line with previous psychological research showing that spiritual values contribute significantly to positive academic behavior. According to King & Boyatzis (2015), religiosity can strengthen self-regulation and internal goals, which in turn increases perseverance and goal-oriented actions in an academic context. Similarly, a study by Walker & Dixon (2020) found that students with strong spiritual identities tend to show higher motivation and disciplined study habits because religious beliefs provide meaning and emotional stability. These theoretical findings support the descriptive results of this study, confirming that the spiritual values embedded in students' daily lives play an important role in shaping their positive academic functioning.

3.1.2 Categorization of variable scores based on theoretical scores

These results showed that all respondents were in the high category for the three variables studied, with a very significant dominant percentage. This condition is a logical and natural phenomenon considering the characteristics of Faculty of Teacher Training and

Education, Universitas Sriwijaya students who generally come from families and educational backgrounds who instill strong moral and religious values. This high level of religiosity, motivation, and academic discipline is actually a psychological asset that has great potential in supporting academic success. Therefore, these findings are not a weakness of the data, but rather a strength of the research, which confirms that religiosity is a well-established psychological aspect in Faculty of Teacher Training and Education students, and this is relevant for further study in relation to motivation and academic discipline.

Table 3. Levels of religiosity, academic motivation, and academic discipline

Variable	Low	Moderate	High
Religious	0 (0%)	1 (0.9%)	107 (99.1%)
Academic motivation	0 (0%)	7 (6.5%)	101 (93.5%)
Academic discipline	0 (0%)	9 (8.3%)	99 (91.7%)

The dominance of the high category across all variables is consistent with research showing that a religiously oriented educational environment tends to produce students with strong spiritual and academic qualities. According to Krause & Hayward (2015), young adults who internalize strong religious values typically develop better emotional control, commitment to purpose, and responsible behavior, all essential for maintaining academic motivation and discipline. Similarly, Beyers et al. (2019) found that religiosity contributes to positive identity formation and self-regulated learning among college students. These findings further support the conclusion that students with strong religious backgrounds often exhibit stronger motivation and discipline, supporting the categorization results in this study.

3.1.3 Correlation test between variables

The significant positive correlations found between religiosity, motivation, and discipline are strongly supported by empirical evidence in educational psychology. Research by Abdel-Khalek & Lester (2017) shows that religiosity improves psychological well-being, which in turn increases students' motivation and commitment to academic responsibility. This relationship is further supported by a study by Saroglou (2019), which found that religious involvement fosters prosocial tendencies, responsibility, and self-control behaviors that are closely related to academic disciplines. Therefore, the correlations found in this study are consistent with the well-established psychological theory that internalized religious beliefs positively influence students' motivational and behavioral outcomes in academic settings.

Table 4. Spearman correlation test results

Variable relationships	Coefficient (ρ)	Signs (p)	Interpretation
Religiosity – motivation	0.603	0.000	Positive, significant
Religious – discipline	0.485	0.000	Positive, significant
Motivation – discipline	0.78	0.000	Positive, significant

These results are consistent with previous findings that suggest that religiosity plays a central role in shaping students' internal psychological processes, especially in the context of Islamic higher education. In general, religiosity contributes to psychological stability, emotional regulation, and a positive attitude towards academic tasks, thereby increasing students' motivation and discipline. Similarly, it was found that students who internalized religious principles tended to show higher levels of commitment, responsibility, and academic engagement. Therefore, the high level of religiosity observed among students at the Faculty of Teacher Training and Education of Universitas Sriwijaya shows that spiritual values serve as a psychological foundation that can significantly support their learning behavior and overall academic development.

3.1.4 Simple regression test

Religion has a positive and significant effect on academic motivation, with a contribution of 33.0%. The regression results confirming the significant influence of religiosity on motivation and discipline are consistent with recent research highlighting religion as a predictor of academic behavior. Alghamdi (2020) found that intrinsic religiosity significantly predicts students' academic persistence and internal motivation because religious values encourage commitment, sincerity, and long-term goal orientation. Similarly, Astin & Astin (2019) report that religiosity enhances academic discipline through the cultivation of ethical behavior, responsibility, and time management rooted in spiritual teachings. These findings highlight that religiosity is not only a belief system but also a psychological force that shapes students' academic performance through motivation and disciplined behavior.

Table 5. The influence of religiosity on academic motivation

Component	Value
Regression coefficient (β)	0.862
Sig.	0.000
R2	0.330

The significant effect of religiosity on academic discipline is consistent with research showing that religious commitment improves the regulation of student behavior. This is because religious teachings often emphasize virtues such as honesty, responsibility, and time management, which directly affect academic disciplines. Therefore, the regression results in this study strengthen the understanding that religious principles support students in developing disciplined academic behavior.

Table 6. The influence of religiosity on academic disciplines

Component	Fluffy
Regression coefficient (β)	0.541
Sig.	0.000
R2	0.188

The regression results in Table 6 show that religiosity has a positive and significant influence on student academic discipline, with a regression coefficient value of 0.541 and a contribution of determination of 18.8%. These findings indicate that increased religiosity in students is directly related to increased regularity, responsibility, and commitment in carrying out academic activities. In other words, students who have a higher level of religiosity tend to be able to manage their time better, show consistency in learning behavior, and comply with applicable academic rules.

These results are in line with the research of Holder et al. (2018) which confirms that individuals with self-regulation based on spiritual values tend to show perseverance, discipline, and the ability to avoid academic violations. Religiosity serves as an internal value system that directs individuals to act according to moral principles such as honesty, responsibility, and commitment to duty. These values contribute directly to the formation of academic discipline, especially in time management, learning consistency, and compliance with deadlines.

Furthermore, research by Alghamdi (2020) and Astin (2019) shows that religious routines such as worship, self-reflection, and regular spiritual practice can improve self-discipline, which is a key component of academic discipline. This strengthens the argument that religiosity serves not only as a theological aspect, but also as a psychological factor that influences academic behavior through self-regulation mechanisms. The findings of this study are consistent with Maslow's humanistic theory, that spiritual needs can be an internal drive that forms positive behavior in academic life.

Thus, the regression results in Table 6 confirm that religiosity plays an important role as a predictor of academic discipline. Although the contribution of 18.8% does not fully

explain the overall variant of academic disciplines, it is still empirically significant and suggests that religiosity is a fundamental element that influences students' academic behavior. This finding has practical implications for educational institutions, namely the need to strengthen character development programs based on religious values to support the sustainable development of student academic disciplines. This finding also suggests that the integration of religious values into educational practices should focus not only on religious knowledge but also on the internalization of values that promote self-regulation and responsible academic behavior. In this context, religiosity can function as a complementary factor that strengthens students' capacity to maintain consistent and responsible academic engagement.

3.2 Discussion

Religiosity is the extent to which a person is attached to the religious values they believe in, which is reflected in their daily beliefs, feelings, knowledge, and behavior. Glock & Stark (Sungadi, 2020) explained that religiosity includes five dimensions, namely beliefs, worship practices, religious experiences, religious knowledge, and the application of religious values in life. Research by Salianto et al. (2025) shows that religiosity significantly influences students' academic resilience, with highly religious students better able to cope with stress, demonstrate perseverance in learning, and show strong confidence. Among FKIP Universitas Sriwijaya students, religiosity can foster mental resilience, enthusiasm for learning, and moral responsibility as prospective professional educators.

In the contemporary context, Islamic religiosity is no longer viewed merely as a spiritual identity, but as a proactive coping mechanism that strengthens academic resilience. Recent research by Ahmad et al. (2021) in an international journal shows that Islamic spirituality values correlate positively with academic self-efficacy, where belief in God's help (*tawakkal*) becomes a catalyst for students to persevere under heavy curriculum pressure. Similarly, Hidayat & Latifah (2022) emphasize that Islamic religiosity significantly predicts intrinsic motivation; students with high religious commitment tend to view academic obstacles as tests to be overcome (*mujahadah*), rather than burdens. Furthermore, Rahman et al. (2023) in the context of Muslim higher education underscore that integrating routine worship practices with academic discipline builds a strong character of academic resilience, enabling students to remain productive amid the distractions of the digital age. Thus, religiosity functions as a psychological force that directs learning motivation from mere worldly achievements to broader moral responsibilities.

This study shows that the level of religiosity, academic motivation, and academic discipline of Muslim students at the Faculty of Teacher Training and Education, Universitas Sriwijaya is high. These findings reinforce that religiosity has become an internalized part of student life and acts as a psychological force that influences attitudes, mindsets, and behaviors in the academic process. This is in line with the Islamic view that faith and piety are the source of peace, strength, and the right direction of life. The religious values inherent in students can be spiritual capital to build quality academic character.

3.2.1 Religiosity as a psychological force in shaping the academic motivation of Muslim students

The high religious fervor among students indicates that the spiritual aspect has become the basis for interpreting learning activities. Maslow (1971) explained that individuals who are able to meet noble and spiritual needs have a strong intrinsic motivation to develop and achieve self-actualization. In Muslim students, religiosity encourages motivation to learn that is not only oriented to academic achievement but also to the value of worship. This is in line with the words of Allah SWT in QS. Al-Mujadilah verse 11, which states that Allah will raise the level of those who believe and have knowledge, so that learning is seen as a valuable process for worship and elevates one's dignity.

The results of this study show that religiosity has a 33.0% influence on students' academic motivation. This means that the stronger the beliefs, worship, and meaning of religion, the higher the intrinsic motivation of students to learn, struggle, and achieve. This is in line with the findings of Fitriani (2021) who stated that religiosity increases self-determination because students interpret learning as a form of moral and spiritual responsibility. Religiosity acts as a psychological energy that fosters gratitude, a continued spirit of learning, and a positive academic orientation.

In addition, many empirical studies confirm that religiosity contributes to strengthening students' intrinsic motivations by providing internalized moral meaning, purpose, and direction. This is in line with Ryan & Deci's (2000) Theory of Self-Determination, which emphasizes that intrinsic motivation grows when behavior is connected to personal values and perceived meaning. When students consider studying as part of their spiritual journey, their motivation becomes more autonomous, stable, and resistant to academic stress.

3.2.2 Religion and the formation of academic discipline among muslim students

In addition to motivation, religiosity also has a significant influence on students' academic discipline, contributing 18.8%. Religious values teach order, trust, and self-control. Maslow stated that a sense of security, order, and morality are important aspects of the process of self-actualization. In Islam, discipline is part of a noble character and a form of belief that must be upheld. The Prophet Muhammad said, "The best of people are those who are most beneficial to others," meaning a Muslim must be sincere in carrying out their duties, including in their studies.

Students with high religiosity find it easier to build self-regulation and self-control in the learning process, such as completing assignments on time, attending lectures, and avoiding dishonest academic behavior. Rahmawati (2020) strengthens this finding, stating that religiosity shapes learning discipline through the internalization of moral values and responsibility. Based on these findings, students' academic discipline is not only driven by campus rules, but also by a spiritual awareness that learning is a responsibility that must be fulfilled seriously.

The role of religiosity in shaping academic disciplines is also supported by research showing that internalized religious values can regulate behavior and improve self-control. A study by McCullough & Willoughby, (2009) shows that religious commitment strengthens self-regulation because religious teachings emphasize responsibility, order, and adherence to moral rules. This self-regulation function helps students form consistent study habits and adhere to academic norms.

3.2.3 Religiosity as psychological capital for muslim students, faculty of teacher training and education, Universitas Sriwijaya

High scores in religiosity, motivation, and academic discipline show that Muslim students at the Faculty of Teacher Training and Education, Universitas Sriwijaya, have strong psychological capital in undergoing the academic process. An educational environment that upholds religious values helps shape students' character to be moral, ethical, and responsible. Luthans & Youssef (2017) stated that spiritual capital can foster optimism, perseverance, and meaning in facing challenges. In Islam, this is in line with the concept of tawakal, which is surrendering to Allah after trying your best, which can provide peace and mental toughness in learning.

Muslim students at Faculty of Teacher Training and Education, Universitas Sriwijaya, as future educators, need to have spiritual strength that shapes their character and work ethic, because education not only enlightens, but also shapes morals and civilization. Therefore, this finding is a strength of research because it proves that religiosity is an important foundation in building the academic character of students who are superior, have integrity, and are oriented towards the value of the blessings of science.

Research has also shown that religiosity contributes to psychological capital by increasing optimism, meaning-making, and resilience in academic life. Studies by Sourri & Hasanirad (2011) show that religiosity helps students develop higher resilience because spiritual beliefs provide a framework for interpreting challenges as meaningful and manageable. This spiritual interpretation encourages perseverance and reduces academic anxiety. In addition, Jenaabadi et al. (2015) found that religious coping strategies significantly improve academic resilience and emotional stability, allowing students to maintain motivation and discipline despite academic pressure. Thus, religiosity functions not only as spiritual capital but also as a psychological empowerment that supports students' academic success.

3.3 Research implications

The results of this study have important implications for the character development of Muslim students. For institutions, especially the Faculty of Teacher Training and Education, strengthening religious guidance programs such as Islamic studies, spiritual mentoring, and religious campus culture can be a strategic step in increasing student motivation and academic discipline. In addition, further research can explore which dimensions of religiosity most significantly affect academic behavior so that it can be used as a basis for the development of character formation programs for Muslim students.

These findings suggest that institutions should view religiosity not only as a cultural identity but as a psychological resource that can be integrated into character development programs. Previous studies, such as those conducted by Abdel Khalek, (2011), have shown that religiosity is positively correlated with mental health, subjective well-being, and life satisfaction which all contribute to academic engagement. Meanwhile, Firdaus & Zamri, (2020) emphasized that campus-based religious programs significantly improve students' moral reasoning and learning attitudes. Therefore, institutional policies that strengthen religious literacy, ethical awareness, and spiritual mentoring can result in long-term improvements in students' motivation, discipline, and academic character.

4. Conclusion

Based on quantitative research involving 108 Muslim students of the Faculty of Teacher Training and Education, Universitas Sriwijaya, this study concluded that students' religiosity, academic motivation, and academic discipline are at a high level. These findings show that students have strong spiritual attachment, positive learning motivation, and the ability to maintain order in academic activities. Theoretically, these results confirm the view that religiosity acts as a psychological foundation that shapes students' mindsets, learning orientations, and academic attitudes. Internalized spiritual values serve as internal drivers that foster enthusiasm for learning, perseverance, and responsible academic behavior.

Furthermore, this study confirms that religiosity has a positive and significant influence on students' motivation and academic discipline. Religiosity not only functions as a moral aspect of religion but also as a psychological force that encourages students to interpret the learning process as a form of worship and spiritual responsibility. The scientific contribution of this research lies in its affirmation that the dimension of religiosity can strengthen the quality of students' academic behavior through increased motivation and discipline. Thus, this research broadens the understanding of the role of spiritual values in the context of higher education and provides recommendations for institutions to integrate strengthening religiosity as a strategy for developing students' academic character.

As a practical implication of these findings, the faculty is recommended to reform its student development strategy by substantially integrating spiritual values. This approach should not be limited to ceremonial activities, but should be realized through counseling programs that adopt the principles of religious psychology. The implementation of spirituality-based guidance is expected to serve as a preventive measure to strengthen students' academic resilience in facing learning challenges. Thus, educational institutions

will not only produce graduates who are cognitively competent, but also have psychological resilience rooted in a strong commitment to religiosity.

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