

The ABCs of Writing Motivation and Supportive Writing Environment: A Case Study of Islamic Education Students

Siti Aishah Chu Abdullah^{1*}, Mohd Nizam Sahad², Mohd Sham Kamis¹,
Mary Fatimah Subet¹

¹Faculty of Education, Language and Communication, Universiti Malaysia Sarawak (UNIMAS), Kota Samarahan, Sarawak, Malaysia, ²Islamic Studies Section, School of Humanities, Universiti Sains Malaysia (USM), Penang, Malaysia. *Corresponding Author's Email: viv_melody@yahoo.com, asachu@unimas.my

Abstract

The present study explores writing motivation among Islamic Education students by integrating the ABCs of Writing Motivation framework with a supportive writing environment (SWE) model. Using a qualitative design with descriptive content analysis, interviews were conducted with 11 undergraduate students from Universiti Malaysia Sarawak and the data were analyzed thematically using QSR NVivo. The findings show that Feedback, Beliefs and Instructors were the most influential motivational factors, shaping students' confidence and their willingness to engage consistently in writing activities. Goals and Appeal also played meaningful roles, particularly in relation to students' faith-based values, moral purpose and their desire to contribute to Islamic knowledge. Many participants perceived writing not merely as an academic task but as a spiritual act that supports *da'wah*, deep reflection and ongoing personal development. Components of SWE, including constructive feedback, appropriate use of technology and clear lecturer guidance, further enhanced students' motivation, clarity of expression and sense of achievement. These elements worked together to create a positive atmosphere that encouraged students to write more confidently and purposefully. Overall, the study highlights the importance of combining internal motivational drivers with supportive environmental structures to promote academic excellence, spiritual growth and lifelong learning, offering practical implications for educators and curriculum planners in Islamic Education.

Keywords: Interview, Islamic Education, Supportive Writing, University Students, Writing Motivation.

Introduction

Writing is a central academic skill that enables students to articulate ideas with clarity, structure and coherence. Unlike oral communication, writing fosters reflection, critical thinking and precision, which contribute to both academic success and professional preparedness (1). Strategies to improve writing proficiency include regular writing practice, explicit instruction in the writing process, development of foundational writing skills and engagement in a supportive writing community (2). Writing is also a social practice, shaped by classroom environments that influence students' engagement and motivation (3). Nurturing functional beliefs, fostering authentic engagement, providing supportive contexts and creating positive emotional learning environments are essential for enhancing writing motivation (4).

Motivation is a key driver of student engagement. Highly motivated learners are more likely to

participate actively in class discussions, complete assignments and persist in challenging academic tasks. They also demonstrate greater resilience when encountering difficulties, highlighting motivation as a critical factor in sustained learning engagement (5, 6). Research distinguishes between intrinsic and extrinsic motivation and debates regarding their respective roles in learning continue to attract scholarly attention (7, 8). Intrinsic motivation, driven by internal factors such as curiosity, personal interest, enjoyment and self-expression, is associated with deeper engagement, creativity and more enduring learning outcomes (9). In contrast, extrinsic motivation, driven by external rewards or the avoidance of negative consequences, has variable effects depending on how incentives are structured (10). While intrinsic motivation is often viewed as more conducive to meaningful learning, well-designed extrinsic motivators can enhance

This is an Open Access article distributed under the terms of the Creative Commons Attribution CC BY license (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted reuse, distribution and reproduction in any medium, provided the original work is properly cited.

(Received 19th October 2025; Accepted 06th March 2026; Published 21st April 2026)

short-term performance and may incrementally foster intrinsic motivation when applied appropriately (11).

In the context of writing, motivation encompasses both internal and external drives that encourage students to engage in writing activities. Internal factors include enjoyment, curiosity and personal meaning, whereas external factors include grades, feedback, recognition and instructional support (12). Recent research has sought to conceptualize and measure the multidimensional nature of writing motivation. A synthesis of 56 studies conducted between 1996 and 2020 in K5 classrooms identified nine motivational factors: Appeal, Beliefs, Choice, Difficulty, Environment, Feedback, Goals, Help and Instructor, derived from students' self-reports. These factors provide a comprehensive framework for understanding writing motivation and informing instructional design and pedagogical interventions (13). This framework can be operationalized by guiding lecturers to intentionally address multiple motivational factors in their instruction, for example by offering choice in writing topics, setting achievable goals, providing timely feedback and maintaining supportive instructor–student interactions.

While motivation is a powerful determinant of writing engagement, external support also plays a crucial role. Supportive elements such as constructive feedback, instructional scaffolding and conducive classroom environments sustain motivation, reduce anxiety and enable students to persist in writing tasks (14, 15). Institutions should therefore prioritize the development of supportive writing environments by allocating time for feedback cycles, encouraging peer review activities and ensuring access to appropriate writing technologies. Motivation and support operate complementarily: external support reinforces internal motivation, while motivated students are better positioned to utilize the support provided effectively (16, 17). Consequently, intrinsic and extrinsic motivation should not be viewed as a simple dichotomy; rather, they interact in complex ways to influence academic engagement and achievement. A balanced integration of intrinsic and extrinsic motivational strategies fosters autonomy, competence and relatedness, which underpin sustained engagement and success (18).

Empirical research in Malaysia further underscores the importance of integrating internal and external motivational dimensions. Studies investigating academic writing motivation among college and secondary school students report varying levels of motivation, with technology assisted writing shown to enhance attitudes and engagement (19, 20). Other research has focused on validating instruments for measuring self-regulated writing self-efficacy (21), examining tertiary students' writing confidence (22) and highlighting key motivational factors that support writing, including learner autonomy, engagement with technology-enhanced tools and instructional guidance from lecturers (23). Collectively, these findings indicate that although writing motivation has received considerable attention in Malaysia, challenges remain and external support, particularly technological tools and lecturer guidance, remains critical in sustaining students' motivation to write.

External support is essential for facilitating writing development. Peer feedback promotes revision and improves writing quality (24, 25), while lecturer provided feedback clarifies expectations, guides writing processes and shapes motivation and engagement (26). Evidence indicates that second language writers value performance-based praise over praise directed at personal attributes, highlighting the need for carefully constructed feedback as an external motivational support mechanism (27). Technological tools further enhance writing instruction; meta-analyses demonstrate that technology integration moderately improves writing quality, with effectiveness influenced by tool type and writing genre (28). In higher education, combining qualified lecturer guidance with appropriate technological support has been identified as crucial for enhancing writing performance and sustaining engagement (29).

Writing also holds central importance in Islamic Education, where it serves to express religious experiences, document beliefs and disseminate *da'wah* (Islamic outreach). Beyond oral communication, writing, particularly when integrated with digital tools and social media, extends the reach of Islamic teachings and increases their contemporary relevance (30). It is also regarded as a form of *amal jariah* (continuous charity), where written knowledge continues to

benefit others beyond the writer's lifetime (31). Writing for *da'wah* requires sincerity (*ikhlas*), perseverance and adherence to truth, making it both an act of devotion and a social responsibility. Modern platforms such as Facebook, Instagram and blogs can serve as effective mediums for *da'wah*, aligning religious purpose with technological engagement (31). Developing strong writing motivation among Islamic Education students is therefore critical, as motivation has been shown to support learning outcomes and sustained engagement in religious education contexts (31, 32).

Guided by these considerations, the present study adopts a conceptual framework informed by prior research on writing motivation and supportive learning environments, as shown in Figure 1. The conceptual framework serves as an analytical lens to explore motivational factors shaping students'

writing engagement in an Islamic Education context. Specifically, the study examines writing motivation through the ABCs of Writing Motivation framework, which focuses on internal motivational drivers. While traditional ABCs of motivation, Autonomy, Belonging and Competence, have been widely applied, the nine-factor model comprising Appeal, Beliefs, Choice, Difficulty, Environment, Feedback, Goals, Help and Instructor offers a more comprehensive approach. In addition, the study considers elements of SWE, including feedback, technology and lecturer guidance, which complement and sustain motivation. The integrated framework aims to illuminate pathways for fostering engaged writing communities in higher education, with outcomes encompassing increased engagement, improved quality of writing and sustained participation.

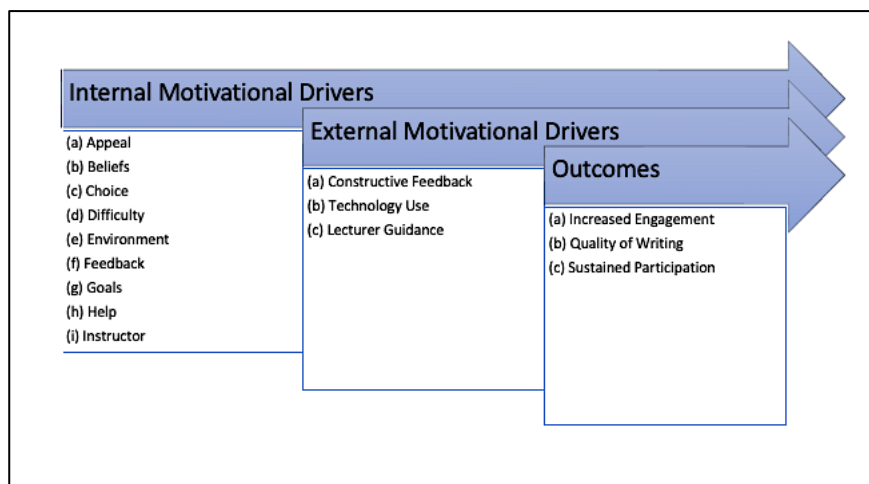


Figure 1: Conceptual Framework of Writing Motivation

Methodology

This study employed a qualitative research design using descriptive content analysis to explore writing motivation among Islamic Education students, guided by the ABCs of Writing Motivation framework. Qualitative methods are particularly appropriate for capturing rich, in-depth accounts of participants' perceptions, beliefs and meaning-making processes, which are central to understanding complex phenomena such as motivation in educational contexts (33). Increasingly, qualitative approaches are valued in educational research for illuminating learners' lived experiences and the contextual factors that shape their engagement with academic challenges, including writing tasks (34).

Descriptive content analysis enables the systematic interpretation of text-based data to identify patterns and themes that reflect both internal drivers (e.g., mindset, values, perceptions) and external drivers (e.g., instructional support, learning environment) of writing motivation (35). This approach is well suited to studies that aim to examine how predefined conceptual dimensions are manifested in participants' experiences.

The participants were undergraduate students enrolled in the Islamic Education programme at Universiti Malaysia Sarawak (UNIMAS). This group was selected because they are being prepared as future educators and *da'wah* practitioners whose professional roles require frequent and effective

use of writing for academic, pedagogical and religious communication. Writing proficiency is therefore critical, as it underpins both academic success and professional readiness in higher education contexts (36).

Previous research indicates that stronger writing self-efficacy and motivational beliefs are significantly associated with improved writing performance, underscoring the importance of developing both motivational and skill-based foundations among university learners (37). Qualitative studies further suggest that students' motivational orientations interact with contextual factors to shape engagement in writing tasks (38), while supportive teacher practices can enhance confidence and persistence in writing (39). Positive attitudes toward writing have also been linked to greater writing competence, reinforcing the need to integrate motivational considerations into writing instruction, particularly for future professionals (40).

A total of 11 participants (six females and five males) took part in the study. Individual online interviews were conducted in Malay language, in accordance with participants' language preferences. To ensure confidentiality, pseudonyms were assigned and participants were identified as Participant 1 to Participant 11. Data were collected through online interviews conducted via the video-conferencing platform Google Meet. As the interviews were conducted remotely, there was no specific physical sampling site. The study was administered online by researchers based at the Faculty of Education, Language and Communication, UNIMAS, Malaysia (approximate GPS coordinates: 1.4669° N, 110.4332° E).

The sample size of 11 participants was considered appropriate for this qualitative study based on the principle of information power and thematic saturation. Given the study's narrow and clearly defined aim, the use of a specific theoretical framework (the ABCs of Writing Motivation) and the relatively homogeneous participant group (Islamic Education undergraduates within a single institutional context), each interview yielded rich, relevant and focused data. Previous methodological scholarship suggests that smaller samples are sufficient in qualitative studies when the research question is specific, the participants share key characteristics and the analysis is theory-driven (41, 42). Data collection and analysis were

conducted iteratively and no substantively new themes emerged in the later interviews, indicating that adequate thematic saturation had been achieved (43). Thus, the sample size was sufficient to support a credible and in-depth exploration of students' writing motivation within this context.

Interview data were analyzed using deductive thematic analysis supported by QSR NVivo software. The analysis was explicitly guided by the ABCs of Writing Motivation framework, which provided a predefined conceptual structure for examining students' motivational experiences. Deductive thematic analysis is appropriate when research is informed by an existing framework and seeks to explore how empirical data align with established conceptual dimensions. This approach enhances analytical consistency, theoretical alignment and transparency in qualitative inquiry, particularly in education research grounded in motivational models (44–47). The use of qualitative data analysis software further supports systematic coding, auditability and methodological rigor (33, 35). A four-step thematic analysis procedure was employed. First, data familiarization was undertaken by transcribing all interview recordings verbatim and repeatedly reading the transcripts to gain an overall understanding of participants' experiences. Initial analytic memos were written to support immersion in the data and to document early reflections related to the conceptual framework (48). Second, deductive coding was conducted using the nine motivational dimensions of the ABCs framework: Appeal, Beliefs, Choice, Difficulty, Environment, Feedback, Goals, Help and Instructor. Relevant text segments were identified and coded in NVivo according to their conceptual alignment with these predefined categories. Coding decisions were guided by operational definitions derived from the framework to ensure consistency across transcripts (48). Third, theme development involved examining patterns within each ABCs category. Codes assigned to the same dimension were reviewed and grouped to form dominant themes that reflected recurring motivational experiences across participants. This process enabled a systematic interpretation of how each motivational dimension manifested within the Islamic Education writing context, as illustrated in Table 1.

Table 1: Dominant Themes of Writing Motivation Based on the ABCs Framework

Category	Dominant Themes Identified	Interpretation
Appeal	Writing for <i>da'wah</i> , social issues and authenticity	Purposeful engagement sustains intrinsic motivation
Beliefs	Growth mindset, Islamic values of sincerity and perseverance	Religious belief strengthens self-efficacy
Choice	Limited autonomy but creative genre preferences	Need more freedom in task selection
Difficulty	Lack of ideas, feedback and engagement	Persistence through intrinsic and faith-based motivation
Environment	Access barriers and community influences	Digital inequality impacts writing opportunities
Feedback	Positive reinforcement enhances self-confidence	Lecturers' communication style is crucial
Goals	Writing as service and advocacy	Moral-driven goals strengthen long-term motivation
Help	Dependence on lecturers and peers for validation	Mentorship acts as motivational support
Instructor	Lecturer as a motivator and role model	Supportive teaching nurtures writing identity

Fourth, theme refinement and validation were conducted through iterative review of coded data against the original transcripts to ensure conceptual clarity, internal coherence and alignment with the research objectives. Ambiguous or overlapping codes were clarified by revisiting both the framework definitions and the supporting data excerpts, thereby strengthening analytical credibility (48).

Results

Table 2 presents the frequency of motivational factors identified across the interview data based on the ABCs of Writing Motivation framework. The frequency count indicated the number of participants who explicitly referenced each motivational dimension during the interviews. While the analysis was qualitative in nature, frequency is used here to illustrate the relative prominence of motivational factors rather than to imply statistical significance.

The findings showed that Feedback was the most frequently mentioned motivational factor, referenced by all 11 participants, highlighting the central role of praise, constructive comments and lecturer responses in sustaining students' writing motivation. Beliefs, including self-efficacy, sincerity (*ikhlas*) and perseverance, were mentioned by 10 participants, indicating that internal belief systems and faith-based values strongly shaped students' engagement with writing. Similarly, the Instructor dimension was frequently highlighted, with nine participants

emphasizing the lecturer's role as a motivator, guide and role model.

Moderate to high levels of influence were observed for Goals and Appeal, each mentioned by eight participants. These factors reflect students' orientation toward writing as a form of *da'wah*, moral responsibility and meaningful engagement with authentic topics. Difficulty was reported by seven participants, suggesting that challenges such as writer's block and lack of ideas were common but were often managed through persistence and motivational support.

Factors related to the Environment and Help were mentioned by six participants each, indicating moderate influence. These findings suggested that access to resources, supportive spaces and guidance from peers or lecturers contributed to motivation but were not the primary drivers. In contrast, Choice emerged as the least frequently mentioned factor, cited by only four participants, pointing to limited autonomy in writing tasks and topic selection.

Overall, the frequency pattern presented in Table 2 supports the interpretation that writing motivation among Islamic Education students is predominantly feedback-driven, belief-centered and instructor-supported, with motivational strength reinforced by faith-based values and opportunities for meaningful engagement. Table 2 complements the thematic findings by providing a structured overview of how motivational dimensions varied in prominence across participants.

Table 2: Frequency of Motivational Factors Identified among Participants (P1–P11)

Motivational Factor (ABCs Framework)	Description	Frequency (No. of Participants Mentioning) (N = 11)	Level of Influence
Feedback	Importance of praise and constructive comments to improve and sustain motivation.	11	Very High
Beliefs	Positive self-perception, sincerity (<i>ikhlas</i>) and perseverance in writing.	10	Very High
Instructor	Role of lecturers as motivators, guides and providers of encouragement.	9	High
Goals	Writing as an act of <i>da'wah</i> , education and moral responsibility.	8	High
Appeal	Interest in meaningful and authentic writing topics (e.g., social or religious issues).	8	High
Difficulty	Challenges faced (writer's block, lack of ideas) and coping mechanisms.	7	Moderate
Environment	Access to writing resources and supportive spaces (physical or digital).	6	Moderate
Help	Guidance sought from lecturers, peers, or experts in writing.	6	Moderate
Choice	Opportunities for autonomy in topic selection and writing methods.	4	Low

Appeal

The participants viewed writing as a meaningful and engaging activity when it connected to real-world and faith-based issues. Many found writing appealing when it allowed them to express their thoughts on *da'wah*, social justice, or current events. Writing became more than an academic task; it was a way to influence others and contribute to community awareness.

"I follow current issues and write based on those issues to attract the interest of young people". (P1)

"We need to raise awareness about this issue because many people insult the religion". (P5)

Such responses indicate that the authenticity and relevance of topics enhanced students' intrinsic motivation to write, transforming writing into a purposeful form of advocacy.

Beliefs

Participants expressed strong self-beliefs grounded in sincerity (*ikhlas*), perseverance and self-improvement. Many considered criticism not as discouragement but as guidance for growth.

"If I receive criticism, I feel motivated and seek ways to improve". (P1)

"I will accept all criticism and comments positively, taking them as lessons." (P3)

"If our intentions are sincere, whatever we do, we will persevere". (P2)

These perspectives demonstrate a growth mindset, where writing is seen as both a personal and spiritual journey toward continuous learning and self-refinement.

Choice

While students' autonomy was somewhat limited, several participants expressed a preference for creative freedom in selecting their writing topics and genres. They felt more motivated when given space to write in styles or formats that suited their interests and intended audiences.

"I like to use religious comics because they can attract different audiences". (P3)

"I want to explore creative and academic writing to spread *da'wah*". (P7)

These reflections suggest that when learners are allowed to make choices in their writing, they develop stronger ownership and enjoyment in the process.

Difficulty

The participants described common challenges such as limited ideas, writer's block and insufficient feedback. Despite these obstacles, they demonstrated persistence and creativity in finding solutions.

“One of the challenges I face is a lack of ideas... I visit various centers to find references”. (P6)

“The challenge I face is writer’s block, but I overcome it by reading or watching short stories”. (P10)

Their comments illustrate resilience and an intrinsic determination to persist despite setbacks, reflecting self-discipline and faith-driven motivation.

Environment

The surrounding writing environment significantly influenced participants’ motivation. Access to technology, digital tools and supportive spaces was viewed as essential for maintaining engagement. Some participants noted disparities between rural and urban settings, which affected their writing opportunities.

“In a rural area, it may be difficult to use digital tools, while urban areas make it easier”. (P4)

“Online writing communities help me feel more confident and supported”. (P9)

These insights highlight how a conducive and resource-rich environment can foster creativity and sustain motivation through collaboration and access to information.

Feedback

Feedback was identified as the most powerful motivational driver. Constructive comments and praise from lecturers encouraged students to continue improving and instilled confidence in their abilities.

“Praise makes me want to write again and again”. (P1)

“Feedback and praise give me motivation to keep writing”. (P10)

“Feedback motivates me to produce higher-quality works”. (P6)

The students viewed feedback as a validation of effort and a source of inspiration for self-improvement. Supportive and timely feedback was essential for maintaining motivation and writing quality.

Goals

The participants frequently linked their motivation to moral, spiritual and community-oriented goals. Writing was perceived as a means of *da’wah* as a way to share Islamic teachings and positively influence others.

“I write to attract youth to learn about Islam”. (P1)

“I write to spread *da’wah* through academic writing”. (P8)

These goals give students a sense of higher purpose, extending beyond academic requirements and aligning their writing with personal identity and religious mission.

Help

The participants emphasized the importance of guidance and mentorship in their writing journeys. Many turned to their lecturers, peers, or subject-matter experts for advice, validation and idea development.

“I seek inspiration and ask experts for advice”. (P1)

“I often refer to my teachers before writing anything”. (P5)

This pattern reflects a strong culture of mentorship and collective learning, where guidance is viewed as both a practical necessity and a form of moral support.

Instructor

Lecturers were consistently recognized as key motivators who shaped the students’ confidence and writing attitudes. The participants appreciated lecturers who combined technical advice with emotional encouragement and constructive feedback.

“Without lecturers, students may not progress”. (P3)

“My lecturer checks in and supports what I do, giving feedback kindly”. (P4)

Some also suggested that workshops and seminars could further strengthen their writing skills and engagement.

“Workshops and writing sessions would help us improve”. (P7)

Overall, the instructors’ involvement emerged as a decisive factor in fostering SWE, enhancing both competence and motivation.

Discussion

This study examined writing motivation among Islamic Education students using the ABCs of Writing Motivation framework, which comprises nine interrelated factors: Appeal, Beliefs, Choice, Difficulty, Environment, Feedback, Goals, Help and Instructor. The findings indicate that writing motivation is shaped by the interaction between students’ internal motivational drivers and the external support provided through SWE, supporting prior research that views motivation and contextual support as complementary rather than separate influences (16, 17).

and writer's block. Despite these challenges, they employed adaptive strategies such as seeking references, consulting lecturers and revising iteratively. Prior studies indicate that moderate difficulty enhances engagement when paired with clear guidance and feedback (14). Lecturer mentorship played a key role in helping students manage difficulty by scaffolding tasks and providing reassurance, supporting findings that instructional support transforms difficulty into productive challenge rather than discouragement (15).

The learning environment, particularly access to technology, significantly influenced students' writing motivation. Students with greater access to digital resources reported higher engagement, while limited access posed challenges for others. This finding reinforces research highlighting the influence of environmental factors on writing engagement (3). Technology enhanced environments expand opportunities for collaboration, feedback and publication, thereby strengthening motivation and writing quality (28). When effectively integrated by lecturers, technology functioned as a motivational scaffold supporting autonomy, competence and relatedness, which are key psychological needs associated with sustained engagement (18).

Figure 3 further illustrates the strong interconnection between feedback and instructor influence as motivational factors. All participants referenced feedback and most linked their motivation to lecturer guidance, reflecting the close relationship between these elements. Feedback emerged as the most powerful motivator, particularly when it validated effort and guided improvement, consistent with evidence highlighting the motivational value of constructive and

performance-based feedback (26, 27). Delivered through digital platforms, feedback became more immediate and interactive, enhancing reflection and revision. Instructors transformed feedback into supportive dialogue, demonstrating the integration of the ABCs of Writing Motivation framework with principles of SWE (13, 14, 19).

Students' writing goals were predominantly faith oriented, reflecting a commitment to using writing as a means of *da'wah* and moral education. Goal setting theory suggests that clear and personally meaningful goals promote sustained engagement and self-regulation (22). In this study, students' goals linked academic achievement with spiritual service, reinforcing writing as a purposeful and enduring practice. Lecturer encouragement strengthened these goals, while technology extended students' reach through digital publication, consistent with discussions of writing as *amal jariah* and contemporary *da'wah* practice (31, 32).

Participants also emphasized the importance of lecturer support and peer collaboration. Help seeking behavior is recognized as an adaptive motivational strategy that enhances persistence and learning (12). Lecturer guidance, particularly when empathetic and personalized, strengthened confidence and encouraged sustained writing engagement. This mentorship extended beyond technical instruction to include moral encouragement, which is particularly salient in Islamic Education contexts (30, 31). Technology complemented this support by enabling continuous communication through online feedback and consultations, aligning with findings on technology mediated instructional support (28, 29).

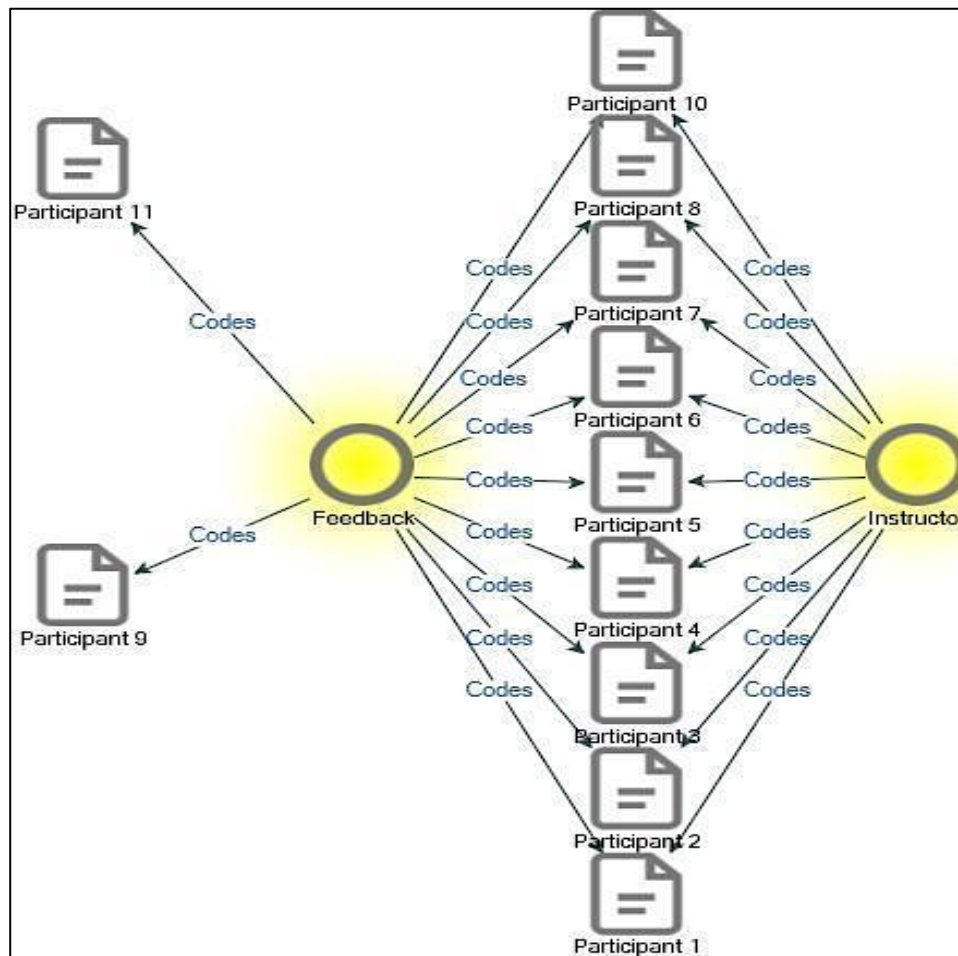


Figure 3: Comparison of Codes between Feedback and Instructor

Finally, lecturers played a central role in shaping students' motivation and writing identity. Participants viewed instructors as mentors who combined pedagogical expertise with moral integrity. This finding aligns with the Instructor component of the ABCs framework and research emphasizing the motivational influence of supportive teaching practices (13, 16, 26). In Islamic Education, the lecturer's role carries additional spiritual significance, reinforcing the view of writing as both an intellectual and ethical act, consistent with the holistic nature of motivation in Islamic learning contexts (30–32).

Conclusion

This study investigated the factors influencing writing motivation among Islamic Education students, guided by the ABCs of Writing Motivation framework and the concept of a SWE. By integrating internal motivational drivers, such as Appeal, Beliefs and Goals, with external support including feedback, technology and lecturer guidance, the research provides a comprehensive

view of what fosters sustained writing engagement in higher education.

The study identifies nine critical motivational factors, with Feedback, Beliefs and Instructor emerging as the most influential. These findings highlight that students' motivation is shaped not only by personal and academic goals but also by faith-based values and moral responsibility. The research also demonstrates that writing motivation is inseparable from the environment: supportive structures amplify internal drivers, enhancing competence, creativity and perseverance. Together, the integrated framework shows how motivation and environment intersect to promote engaged, reflective and purposeful writing.

While this study offers valuable insights, it has certain limitations. The focus on Islamic Education students may limit generalizability to other disciplines or cultural contexts. Additionally, the study primarily employed self-reported measures, which may be influenced by social desirability or personal bias. Future research could incorporate

observational data, longitudinal tracking, or cross-cultural comparisons to strengthen validity and applicability.

Building on these findings, future research should explore strategies for enhancing SWE components, such as personalized feedback, digital learning tools and mentorship programs, to maximize motivation. Investigating how faith-based and moral values interact with motivational frameworks in diverse educational contexts could further illuminate ways to foster sustained engagement. Moreover, longitudinal studies could examine the long-term impact of integrated motivational and environmental interventions on students' writing competence, resilience and academic development.

In summary, this study underscores the importance of combining internal motivation with supportive environmental structures. By doing so, educators can cultivate writing communities that not only enhance skill and engagement but also foster personal reflection, moral growth and lifelong learning among students.

Abbreviations

P: Participant, SWE: Supportive Writing Environment.

Acknowledgments

The authors would like to express their gratitude to Universiti Malaysia Sarawak (UNIMAS) for the support and resources provided throughout the completion of this study. Sincere thanks to the participating students for their cooperation and valuable insights. Appreciation is also extended to the reviewers for their constructive comments and suggestions.

Author Contributions

Siti Aishah Chu Abdullah: conceptualization, methodology, data collection, data analysis, project administration, funding acquisition, Mohd Nizam Sahad: conceptualization, methodology, writing-review, mentoring, Mohd Sham Kamis: methodology, data collection, Mary Fatimah Subet: writing-review, mentoring.

Conflict of Interest

The authors declare no conflict of interest.

Data Availability

The data generated and analyzed in this study are not publicly available due to ethical restrictions

related to participant confidentiality and informed consent.

Declaration of Artificial Intelligence (AI) Assistance

This manuscript used AI-assisted tools solely for grammar and language refinement. All content, data and analyses were developed by the authors. The manuscript was subsequently reviewed by a professional proofreading service for accuracy and clarity.

Ethics Approval

This study followed institutional ethical guidelines for research involving human participants. Participation was voluntary and informed consent was obtained from all participants.

Funding

This research was supported by Universiti Malaysia Sarawak (UNIMAS) under the research grant UNI/F09/PILOT/85837/2023.

References

1. Bora P. Importance of writing skill to develop students' communication skill. *J Res Scholars Prof English Lang Teach.* 2023;7(35). doi: 10.54850/jrspelt.7.35.009
2. Graham S, Cao Y, Kim YS-G, *et al.* Effective writing instruction for students in grades 6 to 12: a best evidence meta-analysis. *Read Writ.* 2025;38:1–46. doi: 10.1007/s11145-024-10539-2
3. MyHill D, Cremin T, Oliver L. The impact of a changed writing environment on students' motivation to write. *Front Psychol.* 2023. doi: 10.3389/fpsyg.2023.1212940
4. Bruning R, Horn C. Developing motivation to write. *Educ Psychol.* 2000;35:25-37. doi: 10.1207/S15326985EP3501_4
5. Bandara KMNTK, Hettiwaththage RC. The interplay of intrinsic and extrinsic motivation in academic achievement: a comprehensive review. *Sri Lanka Journal of Social Work.* 2025;9(2):1–32. doi: 10.4038/sljsw.v9i2.24
6. Song Y. Assessing the interactions between learning enjoyment, motivation, burnout and grit in EFL students: a mixed-method approach. *BMC Psychol.* 2024;12:796. doi: 10.1186/s40359-024-02303-6
7. Ryan RM, Deci EL. Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices and future directions. *Contemp Educ Psychol.* 2020;61:101860. doi: 10.1016/j.cedpsych.2020.101860
8. Ismail S, Zubairi AM, Paramboor J. Malaysian in-service teachers' intrinsic and extrinsic motivation towards teaching English. *IJUM Journal of Educational Studies (English).* 2023;11(1):105–118. doi: 10.31436/ijes.v11i1.457

9. Li Q, Yao Y, Zhu X. The association between writing motivation and performance among primary school students: considering the role of self-efficacy. *Humanities and Social Sciences Communications*. 2024;11(1):1722.
doi: 10.1057/s41599-024-04298-2
10. Cameron J, Pierce WD. Reinforcement, reward and intrinsic motivation: a meta-analysis. *Rev Educ Res*. 1994;64(3):363–423.
doi: 10.3102/00346543064003363
11. Abdel Latif MMM, Alghizzi TM, *et al.* Teacher motivational strategies in Saudi university EFL writing classes: a qualitative study. *Frontiers in Psychology*. 2025;16:1483456.
doi: 10.3389/fpsyg.2025.1483456
12. Troia GA, Shankland RK, Wolbers KA. Motivation research in writing: Theoretical and empirical considerations. *Read Writ Q*. 2012;28(1):5-28.
doi: 10.1080/10573569.2012.632729
13. Alves-Wold A, Walgermo BR, McTigue E, *et al.* The ABCs of writing motivation: a systematic review of factors emerging from K–5 students' self-reports as influencing their motivation to write. *Front Educ*. 2024; 9:1396484.
doi: 10.3389/educ.2024.1396484
14. Ryan RM, Deci EL. Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *Am Psychol*. 2000;55(1):68-78.
doi: 10.1037//0003-066x.55.1.68
15. Graham S, McKeown D, Kiuahara S, *et al.* A meta-analysis of writing instruction for students in elementary grades. *J Educ Psychol*. 2012;104(4):879-96.
doi: 10.1037/a0029185
16. Wentzel KR. Peer relationships, motivation and academic performance at school. *Handbook of competence and motivation: Theory and application*. 2nd ed. New York: Guilford Press; 2017. https://www.guilford.com/books/Handbook-of-Competence-and-Motivation/Elliot-Dweck-Yeager/9781462536030/contents?srsId=AfmBOOpUaT9RGi93M-rGyZ6_3CJa8xjk7lvEEbjeDbhYchikJcfyJQQF
17. Bandura A. *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company; 1997. <https://www.worldcat.org/title/Self-efficacy-the-exercise-of-control/oclc/36074515>
18. Deci EL, Ryan RM. Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemp Educ Psychol*. 2000;25(1):54–67.
doi: 10.1006/ceps.1999.1020
19. Yong FL, Tan N, Uie LL, *et al.* An empirical study on college students' academic writing motivation in Sabah, Malaysia. *Malays J Soc Sci Humanit*. 2025;10(2): e003184.
doi: 10.47405/mjssh.v10i2.3184
20. Mamat S, Ismail Z, Mohamad NNN, *et al.* Attitude and motivation toward learning technology assisted essay writing: A study on Malaysian Form Four students. *Forum Linguist Stud*. 2025;7(8):132-42.
doi: 10.30564/fls.v7i8.10083
21. Shaheen L, Abd HHS, Yan-Li S. Validation of self-efficacy for self-regulation of academic writing scale: An EFA and CFA with measurement invariance. *Int J Educ Psychol Couns*. 2022;7(46):18–33.
doi: 10.35631/IJEPC.746002
22. Ghazali IM, Abdul HMH, Ahmad Kamal M, *et al.* Exploring writing self-efficacy among Malaysian tertiary English learners. *Int J Res Innov Soc Sci*. 2024;8(3):4743-51.
doi: 10.47772/IJRISS.2024.8033475
23. Zakaria NYK, Hashim H, Jamaludin KA. Mobile technology for enhanced ESL writing education: A systematic review of benefits and pedagogical innovations. *Int J Instr*. 2023;16(3):1–20.
<https://dx.doi.org/10.24093/awej/call11.13>
24. Pham VPH, Nguyen NH. Blogging for collaborative learning in the writing classroom. *Int J Cyber Behav Psychol Learn*. 2020;10(3):1–11.
doi: 10.4018/IJCBPL.2020070101
25. Pham VPH, Phung LT, Oanh TT, *et al.* Should peer e-comments replace traditional peer comments? *Int J Instr*. 2020;13(1):295–314.
doi: 10.29333/iji.2020.13120a
26. Abdel LM. Helping L2 students overcome negative writing affect. *Writ Pedagogy*. 2019;11(1):151–163.
doi: 10.1558/wap.38569
27. Eckstein G, Coca K, Lung YSM, *et al.* Praise in written feedback: how L2 writers perceive and value praise. *Read Writ Q*. 2023:1–18.
doi: 10.1080/10573569.2023.2175341
28. Wen X, Walters SM. The impact of technology on students' writing performances in elementary classrooms: a meta-analysis. *Comput Educ Open*. 2022;3:100082.
doi: 10.1016/j.caeo.2022.100082
29. Rahmiani N. Writing performance of Islamic undergraduate students in the issues of integration technology and language learning. *Tadarus Tarbawiy J Kajian Islam dan Pendidik*. 2020;2(1):157–168.
doi: 10.31000/jkip.v2i1.2577
30. Ulyan M. Digital da'wah and religious authority: A narrative review of Islamic preaching in the social media era. *Sinergi Int J Islamic Stud*. 2023;1(3):100–13.
doi: 10.61194/ijis.v1i3.591
31. Suleiman H, Alatas A, Awang AB, *et al.* Learning beneficial worldly knowledge: Between Islamic and Boko Haram perspectives. *Intellect Discourse*. 2024;32(2):1979.
doi: 10.31436/id.v32i2.1979
32. Rasit N, Ismail Z. Relationship between motivation and students' Arabic language learning outcomes in Malaysian religious secondary school. *Al-Azkiyaa Int J Lang Educ*. 2024;3(1):25–38.
doi: 10.33102/alazkiyaa93
33. Tenny S, Brannan JM, Brannan GD. *Qualitative Study*. In: *StatPearls*. Treasure Island (FL): StatPearls Publishing; 2025.
<https://www.ncbi.nlm.nih.gov/books/NBK470395/>
34. Easir A, Sharfuddin N, Sarkar JPS, *et al.* University students' lived experiences of blogging as a tool for writing: A hermeneutic phenomenological exploration in the Bangladeshi context. *International Journal of Educational Research Open*. 2025;8:100431.
doi: 10.1016/j.ijedro.2024.100431
35. Çetinkaya M. A methodological approach to content analysis of qualitative data in science education: An

- applied example. *Pedagogical Perspective*. 2025;4:197-209.
doi: 10.29329/pedper.2025.86
36. Sahril N, Sakkir G, Nurfadhilah A. The motivational core of L2 academic writing: A systematic review of theory, research and pedagogy. *Tamaddun*. 2025;24(2):297-310.
doi: 10.33096/tamaddun.v24i2.984
37. Jiang H. Enhancing college English writing through self-efficacy-based instruction. *Frontiers in Psychology*. 2025;16:1668324.
doi: 10.3389/fpsyg.2025.1668324
38. Puspitasari E, Rusmalinda R. Digital literacy and learning motivation: A qualitative exploration of their impact on writing abilities. *As-Sulthan Journal of Education*. 2025;2(1):146-57.
<https://ojssulthan.com/asje/article/view/359>
39. Pangestu D, Meiristiani N, Laela Risky A, *et al.* Teachers' support and its effect on students' learning motivation in EFL contexts. *International Journal of Language Teaching and Education*. 2025;9(2):47354.
doi: 10.22437/ijolte.v9i2.47354
40. Julmukya T, Sujarwati I, Sofyan D. The correlation between writing attitude and academic writing competence at a state university in Bengkulu City. *Indonesian Journal of Educational Development*. 2025;6(1):96-108.
doi: 10.59672/ijed.v6i1.4678
41. Malterud K, Siersma VD, Guassora AD. Sample size in qualitative interview studies: guided by information power. *Qualitative Health Research*. 2016;26(13):1753-60.
doi: 10.1177/1049732315617444
42. Braun V, Clarke V. To saturate or not to saturate? Questioning data saturation as a useful concept for thematic analysis. *Qual Res Sport Exerc Health*. 2021;13(2):201-16.
doi: 10.1080/2159676X.2019.1704846
43. Hennink M, Kaiser BN, Marconi VC. Code saturation versus meaning saturation: how many interviews are enough? *Qual Health Res*. 2017;27(4):591-608.
doi: 10.1177/1049732316665344
44. Braun V, Clarke V. One size fits all? What counts as quality practice in (reflexive) thematic analysis. *Qualitative Research in Psychology*. 2021;18(3):328-52.
doi: 10.1080/14780887.2020.1769238
45. Braun V, Clarke V. *Thematic analysis: A practical guide*. London: SAGE Publications; 2022.
<https://uk.sagepub.com/en-gb/eur/thematic-analysis/book248481>
46. Guest G, MacQueen KM, Namey EE. *Applied thematic analysis*. 2nd ed. Thousand Oaks (CA): SAGE Publications; 2024.
doi: 10.4135/9781483384436
47. Creswell JW, Poth CN. *Qualitative inquiry and research design: Choosing among five approaches*. 4th ed. Thousand Oaks (CA): SAGE Publications; 2024.
<https://uk.sagepub.com/en-gb/eur/qualitative-inquiry-and-research-design/book266033#>
48. Naeem M, Ozuem W. Understanding misinformation and rumors that generated panic buying as a social practice during COVID-19 pandemic: evidence from Twitter, YouTube and focus group interviews. *Information Technology & People*. 2022;35(7):2140-66.
doi: 10.1108/ITP-01-2021-0061

How to Cite: Abdullah SAC, Sahad MN, Kamis MS, Subet MF. The ABCs of Writing Motivation and Supportive Writing Environment: A Case Study of Islamic Education Students. *Int Res J Multidiscip Scope*. 2026; 7(2): 1260-1272. DOI: 10.47857/irjms.2026.v07i02.08738