

## The Impact of the Reality Show “Clash of Champions” on the Learning Motivation of International Special Class Students (KKI)

### FTIK UINSI Samarinda

Muhammad Nurhadi Setyawan\*, Shafa, Atika Muliandari

[setyawannurhadimuhammad@gmail.com](mailto:setyawannurhadimuhammad@gmail.com)\*

Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda

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#### ABSTRAK

Penelitian ini dilatar belakangi oleh perkembangan media digital yang begitu pesat sehingga secara tidak langsung mempengaruhi dunia pendidikan, khususnya melalui platform seperti YouTube. Salah satu tayangan edukatif yang menarik perhatian adalah reality show Clash of Champions yang diproduksi oleh Ruangguru. Reality show ini mengusung konsep kompetisi antar mahasiswa berprestasi dari berbagai kampus ternama, yang dikemas dengan format yang inspiratif serta menghibur. Model tayangan seperti ini tergolong baru dan jarang ditemui, namun berhasil menarik minat banyak pelajar, termasuk mahasiswa. Reality show ini tidak hanya menyajikan kompetisi intelektual, tetapi juga menonjolkan nilai-nilai seperti semangat belajar, kerja sama tim, dan ketekunan. Dengan demikian, tujuan dari penelitian ini adalah untuk mengetahui dampak reality show “clash of champions” pada motivasi mahasiswa Kelas Khusus Internasional (KKI) FTIK UINSI Samarinda dalam meningkatkan motivasi belajar. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Sumber datanya berasal dari Mahasiswa Kelas Khusus Internasional (KKI) Fakultas Tarbiyah dan Ilmu Keguruan UIN Sultan Aji Muhammad Idris Samarinda angkatan 7, 8, dan 9. Teknik yang digunakan untuk mengumpulkan data yaitu observasi dan wawancara. Hasil penelitian menunjukkan bahwasanya reality show “Clash of Champions” menunjukkan dampak ganda yang kompleks pada motivasi belajar mahasiswa. Meskipun positif menginspirasi peningkatan motivasi belajar, disiplin, konsistensi, ketahanan, serta dorongan menggali potensi dan merancang tujuan hidup, program ini juga memiliki dampak negatif. Motivasi yang dihasilkan cenderung sesaat dan tidak merata, dengan kritik terhadap fokus hiburan berlebihan, potensi tekanan mental, evil editing, ketimpangan akses pendidikan, dan fungsi sebagai media promosi. Hal ini menegaskan bahwa efektivitasnya dalam menciptakan dorongan belajar yang persisten, inklusif, mendalam, dan etis masih menjadi tantangan.

#### ABSTRACT

This research is motivated by the rapid development of digital media that indirectly affects the world of education, especially through platforms such as YouTube. One of the educational shows that attracts attention is the Clash of Champions reality show produced by Ruangguru. This reality show carries the concept of competition between outstanding students from various well-known campuses, which is packaged in an inspiring and entertaining format. This type of show is relatively new and rare, but it has managed to attract the interest of many students, including university students. This reality show not only presents intellectual competition, but also emphasizes values such as the spirit of learning, teamwork, and perseverance. Thus, the purpose of this study is to determine the impact of the reality show “clash of champions” on the motivation of students of the International Special Class (KKI) FTIK UINSI Samarinda in increasing learning motivation. This research uses a qualitative descriptive approach. The source of the data comes from International Special Class (KKI) students of the Faculty of Education and Teacher Training, UIN Sultan Aji Muhammad Idris Samarinda batch 7, 8, and 9. The techniques used to collect data are observation and interviews. The results show that the reality show “Clash of Champions” exhibits a complex dual impact on students' learning motivation. While positively inspiring increased motivation to study, discipline, consistency, resilience, as well as encouragement to explore potential and design life goals, the program also has a negative impact. The motivation

\* Corresponding Author:

Nama coresponding: [setyawannurhadimuhammad@gmail.com](mailto:setyawannurhadimuhammad@gmail.com)

generated tends to be momentary and uneven, with criticism of its excessive entertainment focus, potential mental stress, evil editing, unequal access to education, and function as a promotional medium. This confirms that its effectiveness in creating a persistent, inclusive, deep and ethical learning drive remains a challenge.

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## A. Introduction

Education is one of the important pillars in shaping superior human resources. Consciously, education is carried out by adults to guide, train, and educate children so that their potential and abilities can develop optimally (Rachman et al. 2023). In the current era of globalization, the challenges in the world of education are becoming increasingly complex so that a more innovative and effective approach is needed to prepare students to face the various dynamics of life. In this context, education is not only focused on mastering academic knowledge but also includes character development, social skills and the ability to adapt to an environment that often changes This is contained in Law Number 20 of 2003 concerning the National Education System article 3 which states that : “National education aims to develop the potential of students to become human beings who are faithful, devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens” (UU No.20/2003, article (3)). This is in line with Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education Article 5 which states that : “Higher education has the aim of developing students' potential to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation” (UU No.12/2012, article (5))

The law emphasizes that education does not solely prioritize academic intelligence, but also targets the overall character building of students. The main goal of education is to form individuals who have faith, piety, good character, and adequate knowledge and skills. This reflects the importance of balance between spiritual, moral, intellectual, and practical skills so that learners can grow into individuals who are independent, have a sense of responsibility, and are able to adapt to various challenges of the times.

In the midst of the swift flow of information today, especially through digital media such as YouTube, the platform has become an inseparable part of students' daily lives. Media no longer functions as a means of entertainment but also as an educational medium and a space for the representation of social values that can serve as inspiration and motivation. Various content in the mass media often becomes a reference for students in building perspectives, attitudes and making decisions in academic and personal life. In the context of education, the media can be one of the external factors that influence student motivation. In the context of education, the media can be one of the external factors that influence student learning motivation. For students, especially those who are in the process of self-discovery and self-development in today's technological era, the media is one of the means that is widely used to get inspiration and encouragement to improve themselves. Media can be a positive tool if utilized wisely, including in supporting the learning process and shaping character. This is in line with Allah's words in QS. Ar-Ra'd verse 11 which reads:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُعَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُعَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۗ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَّالٍ

Meaning : “For man there are angels who always follow him in turn, in front and behind him, they guard him at the command of Allah. Verily, Allah does not change the condition of a people until they change the condition of themselves. And if Allah wills evil for a people, there is no one who can resist it; and there is no protector for them but Him (QS. Ar-Ra'd.11).

The verse emphasizes that change, improvement and progress must start from the awareness and efforts of the individual himself. Therefore, good media utilization can be one way to have a positive impact on students, especially in terms of learning motivation. According to Clayton Aldefer quoted from Yogi Fernando and friends, learning motivation is an encouragement that comes from within students to actively participate in the learning process with the aim of achieving the best learning results or achievements (Yogi Fernando, Popi Andriani, and Hidayani Syam 2024). Learning motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from a person's internal drive that arises without external influence, because it is in accordance with personal needs or desires. Meanwhile, extrinsic motivation is an impulse that arises due to influences or stimuli from the surrounding environment (Uno 2006). For this reason, it is necessary to make various efforts to foster and maintain motivation, both through a conducive educational environment and positive external stimuli, so that each individual can achieve optimal development in academic and personal life.

In the environment of Islamic universities, especially Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda, student learning motivation is not only viewed from the academic aspect alone, but also becomes an integral part of the objectives of Islamic Religious Education (PAI). This becomes even more relevant considering that the International Special Class (KKI) in the Faculty of Tarbiyah and Teaching Science (FTIK) is part of the Islamic Religious Education (PAI) Study Program. Through PAI learning, students are expected to have a good learning ethic, the spirit to continue to improve knowledge, and be able to internalize Islamic values in academic and social life. Therefore, all forms of efforts that can foster student learning motivation are noteworthy.

In an effort to foster learning motivation, various programs, including inspirational reality shows, can have a positive impact and contribute indirectly to achieving educational goals. Reality shows are programs that show the social reality of people's lives (Muthmainnah and Syas 2020). Reality shows are divided into several types, namely docusoap (documentary and soap opera), hidden camera, and reality game show. Nowadays, reality shows are not only aired on television but also through other platforms such as YouTube. Law No. 23/2002 Article 3 on broadcasting states that : “Broadcasting is carried out with the aim of strengthening national integration, fostering the character and identity of a faithful and pious nation, educating the nation's life, advancing public welfare in order to build an independent, democratic, just and prosperous society and growing the Indonesian broadcasting industry” (UU No.23/2002, article (3)). The article is certainly relevant to reality shows that can be an educational media in building character, fostering fighting spirit, and providing positive inspiration for the community, including students.

One of the reality shows that attracts students' attention is Clash of Champions, a program that, although not directly related to Islamic Religious Education (PAI), is considered capable of providing motivation for learning, fostering self-confidence, and spurring a healthy spirit of competition. These aspects are in line with the values of self-development that are also part of the objectives of PAI, especially in encouraging students

to continue to process, develop potential, and build positive character. Clash of Champions is a program organized by Ruang Guru that presents various outstanding students from various best campuses in Indonesia or overseas. Clash of Champions is interesting to study because it has a unique concept and is different from most educational reality shows in Indonesia which generally take the form of quick quizzes such as Rank 1, Who Dares? or the Smart Indonesia Olympics. The show offers a more complex academic-based competition where participants are not only tested in terms of insight but also in critical thinking skills, problem solving, strategy and teamwork. Another advantage is the wider scale of the competition, as it presents students from the best universities in Indonesia and the world. This not only increases the credibility of the event, but also provides inspiration for students in Indonesia to compete at the international level.

These advantages are the reason why this research is focused on students of the International Special Class (KKI) FTIK UINSI Samarinda. Students of the International Special Class (KKI) FTIK UINSI Samarinda have different characteristics compared to regular students, which are forged in a more intensive environment, especially in terms of mastery of foreign languages and a global mindset. Therefore, International Special Class (KKI) students are more likely to be encouraged by events such as Clash of Champions that showcase that Indonesian students have the potential to compete at the international level (Initial observations were conducted on April 10, 2025). In addition, based on the results of preliminary observations, it is known that some students of the International Special Class (KKI) FTIK UINSI Samarinda have watched Class of Champions. The data was obtained from students of International Special Class (KKI) batch 7 (year 2022), batch 8 (year 2023) and batch 9 (year 2024). Some students stated that the show was quite interesting and able to provide motivation, especially in the context of the spirit of competition and achievement.

## **B. Literature Review**

### **1. Impact**

Impact in the Big Indonesian Dictionary has the meaning of impact, an influence that has an effect whether it is positive or negative. In simple terms, impact can be interpreted as influence or effect. In every decision taken, it will have its own impact, both positive and negative. Impact is also a further process of implementation (Pradana and Mahendra 2021). According to Hikmah Arif, impact means everything that is caused by something According to Poerwadarninta, impact is an influence or effect, both positive and negative (Hayati and Yusri 2023). Based on these several definitions, the impact is divided into two definitions, namely positive impact and negative impact. Positive impact is a good influence that can provide benefits and constructive changes in the lives of individuals and society. Positive impact is the desire to persuade, convince, influence or impress others with the aim that they follow or support their wishes, while positive is a real thing from a mind, especially paying attention to good and positive things (Nurhasanah 2023). Negative impact is a bad influence that can cause adverse consequences for individuals and society. In the Big Indonesian Dictionary, negative impact means a strong influence that leads to negative consequences. Negative impact is the desire to persuade, convince and influence others with the aim that they follow or support their bad wishes and cause certain consequences (Iskar et al. 2021).

### **2. Reality Show**

- 1) Reality Show is a program that broadcasts about the social reality of people's lives (Muthmainnah and Syas 2020). Reality show is a television program that

depicts scenes that look real without using a script, the players chosen come from general people not celebrities. Morisson who divides reality show programs into five forms, namely as follows Hidden camera which is a program that is considered a true form of reality show, where the main character is not aware of the presence of the camera so that they cannot pretend and appear as they are without engineering. Competition show is a type of reality show that features a competition between participants, where they compete within a certain period of time to become the winner. In the process, participants will be eliminated one by one until the main winner is left. Relationship show are programs that feature games that involve competition between groups or individuals. Fly on the wall is a type of program that records the subject's daily activities with their knowledge and consent, so that it still displays a natural impression even though the subject is aware of the camera's presence and Mysticism is a program that presents impressions about the supernatural world, including supernatural phenomena and paranormal activities (Morisson 2018).

### 3. Learning Motivation

According to Wlodowski, motivation is a condition that causes or gives rise to certain behaviors and gives direction and resilience to these behaviors. Meanwhile, Ames explains that motivation is a perspective that a person has about himself and his environment (Roffina 2020). According to Wiwik Andeka and friends, learning motivation is influenced by two factors, namely internal factors and external factors. Internal factors are factors that come from within the individual, which include physiological and psychological aspects. Whereas Factors that come from outside the student (external) which include social, non-social factors, and learning approaches. Motivation is grouped into two aspects, namely satisfaction theory and process motivation. In general, this theory highlights the importance of individual needs and satisfaction levels as the main drivers that influence a person to take action and behave in a certain way. A person's motivation to work is influenced by the desire to fulfill their needs and achieve satisfaction, both material and non-material, from the results of their work. Kedua ialah teori motivasi proses. The second is process motivation theory. According to Sutrisno quoted in Dewi Fitri Yeni and friends, this theory is opposite to the need theories as described above. Process theory centers on how motivation occurs. Basically, this theory tries to answer the question of how to strengthen, direct, maintain and stop individual behavior so that each individual is more active in doing something (Yeni, Putri, and Setiawati 2022).

In the view of Islam, every adherent is strongly encouraged to have a strong learning spirit. With a high motivation, science will be easier for Muslims to master. The spirit of learning, or what is commonly referred to as learning motivation, has actually been recognized and taught for a long time in Islamic teachings. One example can be seen in the story of Prophet Musa (peace be upon him). Prophets are also known for their high enthusiasm in seeking knowledge. Prophet Moses, peace be upon him, himself once studied under Prophet Khidir, peace be upon him, as narrated in the Quran, Surah Al-Kahfi, verses 60-82. The role and importance of learning motivation in Islamic religious education is that motivation serves as a driving force for action. At first, students may have no desire to learn, but when they find something they are seeking, their interest in learning Islamic education arises. Motivation as a driver of action. Psychological incentives that shape attitudes toward students in

Islamic education. Motivation as a guide for action. Students with motivation can select which actions to perform and which to disregard.

According to Uno quoted from Yuvita Dela Carolina, learning motivation can be seen from several indicators, namely the desire to succeed, awareness in learning, perseverance in completing tasks, never giving up when facing difficulties and interest in learning (Carolina 2022).

Based on the above discussion, the three main concepts impact, reality shows, and learning motivation are interrelated in the context of this study. Reality shows, as mass media products, have great potential to have an impact, both positive and negative, on their audience, especially young people such as college students. In this context, reality shows that incorporate educational values, competition, or inspiration such as "Clash of Champions" can have a positive impact, including increased motivation to learn, courage to face challenges, and perseverance in completing tasks. These impacts are directly related to indicators of learning motivation, as outlined by Uno in Carolina (2022), namely the desire to succeed, awareness of learning, and perseverance. Conversely, if reality shows feature unconstructive or hedonistic content, negative impacts may arise, such as decreased interest in learning, laziness, or disruption of academic focus. Therefore, it is important to analyze how specific types of reality shows can influence students' learning motivation, both internally and externally.

### C. Research Methods

This study uses a qualitative descriptive approach. The data sources are from students of the International Special Class (KKI) of the Faculty of Tarbiyah and Teacher Training at UIN Sultan Aji Muhammad Idris Samarinda, batches 7, 8, and 9. The techniques used to collect data are observation and interviews. Meanwhile, data analysis was conducted through three stages: data reduction, data presentation, and drawing conclusions. To ensure the validity of the data, source and technique triangulation was performed.

### D. Research Result

The results of this study will be presented through two main aspects: the positive impact and the negative impact felt by students on their learning motivation after watching the reality show "Clash of Champions". This separation aims to provide a comprehensive picture of how the reality show impacts on students' motivation from various perspectives. In the context of students' learning motivation, the program shows significant positive impacts. Interviews with students of the International Special Class (KKI) of FTIK UINSI Samarinda revealed how the program has inspired and stimulated their academic spirit. Two of the 19 International Special Class students interviewed mentioned that the reality show "clash of champions" had an impact on their learning motivation and increased their academic spirit.

*"The Clash of Champions program has motivated students to study, to have an interest in doing the same thing as the participants, even making them role models because they have succeeded in raising their enthusiasm for learning"* (NR and ARJ KKI FTIK UINSI Samarinda Batch 9).

This growing motivation to learn is in line with the spirit of *thalabul 'ilmi* which emphasizes that seeking knowledge is the obligation of every Muslim. Making inspirational figures as role models is also part of the educational strategy in Islam through *uswah hasanah* (good example), as exemplified by the Prophets and scholars. In addition, 5 out of 19 International Special Class (KKI) students interviewed said that the

reality show “clash of champions” fosters a spirit of competition, self-confidence, opens horizons and provides broad inspiration.

*“ This program is very successful in making students more enthusiastic about going to high school, confident and not afraid to compete like this. In addition, this event opens our thinking horizons and shows that there is still a lot of knowledge and questions that we do not know and becomes a trigger to continue learning”. (CH, RR, AM, N and MR KKI FTIK UINSI Samarinda Batch 7 and 9).*

These values are in line with the teachings of Islam, which encourages its followers to continuously improve themselves and compete in goodness. Self-confidence in Islam is built on the basis of taqwa, maximum effort, and belief in the potential of the self that Allah created as well as possible. A total of 7 out of 19 International Special Class (KKI) students interviewed admitted that they felt more open-minded and motivated to explore their potential.

*“After watching Clash of Champions, I became more motivated to keep learning and strive for my goals. This program made my mind open, and I became aware that life goals must be clear and there must be real efforts to achieve them. Seeing participants who are focused, hardworking, and growing over time makes me also want to upgrade myself, explore my potential, build my character, and not just live my days without direction. I became more enthusiastic to be disciplined, dare to try new things, and improve my communication and leadership skills”. (RR, IM, SNP, ARJ, FDQ, N and MR KKI FTIK UINSI Samarinda Batch 7, 8 and 9).*

Open-mindedness and enthusiasm to explore one's potential reflect the value of *tazkiyatun nafs* (purification and development of the soul), which is an important goal in Islamic education. Islam emphasizes not only cognitive aspects, but also spiritual, emotional, and social. Honing one's potential is a form of gratitude for Allah's gifts and part of the process of becoming a useful human being. In addition, after watching the reality show “Clash of Champions”. As many as 9 out of 19 International Special Class (KKI) students interviewed admitted that they increasingly realized that learning is not only about academic knowledge but also a provision for the future and the ability to face life's challenges.

*“After watching Clash of Champions, I became very aware of the importance of learning as a provision for the future because the knowledge we have now is still small, and learning is not only about academics but also about adaptability, strategy, and sharpening the brain to face life's challenges” (SRAA, ARJ, RR, CH, MR, S, SFA, N and FNQ KKI FTIK UINSI Samarinda Batch 7, 8 and 9).*

This awareness is in line with the values in Islamic Religious Education, which emphasize the importance of studying as a sustainable charity (*amal jariyah*) and as a way to face life wisely and meaningfully. Eight of the 19 International Special Class students interviewed also realized that learning is not just an obligation but a continuous process that involves strategy, adaptation and self-development to achieve success in various aspects of life.

*“This program made me realize that participants' success is not only due to natural talent, but because they continue to learn, practice diligently since childhood, and use good strategies, so learning must be done seriously and consistently anywhere and anytime” (AM, RR, CH, MR, S, N, SRAA and ARJ KKI FTIK UINSI Samarinda Batch 7,8 and 9).*

This reflects the principle of *ijtihad* in Islam, which is an earnest effort in seeking truth and continuous self-improvement. Furthermore, 8 out of 19 International Special Class (KKI) students stated that watching “Clash of Champions” motivated them to be more disciplined, consistent, and manage their time well in studying.

*"After watching Clash of Champions, I became more aware of the importance of discipline, consistency, time management in completing tasks and facing challenges, because participants are required to focus, work hard, and be on time in order to succeed. This program motivates me to value time, stay consistent, and be disciplined in my studies and daily life so that the results obtained are maximum"* (NR, SNP, ARJ, RR, NATH, MR, S and N KKI FTIK UINSI Samarinda Batch 7,8 and 9).

These values are in line with Islamic morals in learning, as exemplified by previous scholars who emphasized the importance of *istiqamah*, time management, and hard work in the process of seeking knowledge. As many as 3 out of 19 International Special Class (KKI) students said that the unyielding attitude displayed on the Clash of Champions reality show also aroused motivation.

*"Seeing the struggle of the participants who continue to try despite failures and pressure, I am more motivated not to give up easily in facing academic challenges"* (S, N and WA KKI FTIK UINSI Samarinda Batch 8 and 9).

3 of the 19 International Special Class students also mentioned that the focus and perseverance of the participants in working on each challenge provided a real example of the importance of consistency and hard work.

*"Seeing the participants who are focused and diligent in doing the tasks makes me realize the importance of consistency and hard work in order to face challenges well"* (NN, MR and CH KKI FTIK UINSI Samarinda Batch 7).

Two of the 19 International Special Class students interviewed also felt that the participants' struggles motivated them to remain strong and patient in facing the various academic problems they faced.

*"I feel inspired to stay strong and patient in facing academic problems, because every difficulty can be overcome with maximum effort"* (IM and NR KKI FTIK UINSI Samarinda Batch 7 and 9).

Not only that, 2 other International Special Class (KKI) students also said that the struggles and sacrifices made by the participants were not only an example, but also a positive encouragement for students to study harder and not give up easily when facing assignments and exams.

*"The struggle of the participants who are full of sacrifices is a positive stimulus for me to study more diligently and never give up"* (KAA and SFA KKI FTIK UINSI Samarinda Batch 8).

As many as 4 out of 19 International Special Class (KKI) students also admitted that this show sparked their enthusiasm to explore new knowledge, get out of their comfort zone, and actively learn independently.

*"I feel more excited to learn new things that I have never touched before. After watching this show, I became interested in studying foreign languages, joining trainings, reading books, and joining webinars that support self-development"* (AM, RR, NATH and ARJ KKI FTIK UINSI Samarinda Batch 7 and 9).

In the Islamic perspective, the broad and continuous pursuit of knowledge is part of the mandate of reason given by Allah to humans. There are also 3 out of 19 International Special Class (KKI) students who also revealed that Clash of Champions inspired them to learn more widely and dare to try new things outside the academic routine.

*"In my opinion, this show opens up the view that learning is not only limited to the classroom. Seeing the participants continue to learn and grow made me want to try things outside my comfort zone, such as public speaking or leadership training. It also encourages me to look for training that suits my interests"* (SNP, NQMK and MR KKI FTIK UINSI Samarinda Batch 8 and 9).

In addition, 2 of the 19 International Special Class students interviewed also said that the show provided a strong emotional boost and fun in the learning process.

*“Clash of Champions made me realize that learning is an exciting adventure. I became more motivated to actively read, discuss, and join online courses so that the learning process feels more fun and meaningful”* (N and SFA KKI FTIK UINSI Samarinda Batch 8 and 9).

In PAI, learning is not only seen as an obligation, but also as a form of worship that if done sincerely and enthusiastically will be worth the reward. Learning done with the right intentions can be a fun and meaningful spiritual experience. Although the reality show "Clash of Champions" proved to be able to trigger learning motivation in a number of International Special Class students, the interview results also highlighted some negative impacts or limitations that need to be considered. Three out of the 19 International Special Education students interviewed felt that the motivation was momentary and not strong enough to provide a clear direction.

*“In my opinion, while Clash of Champions is inspirational and can be uplifting, it doesn't directly help us set goals or plan for the future. For me personally, it's the pressure of life that makes my goals clear, not the show. But for self-development, yes, because I feel there are still many shortcomings and must continue to learn”* (S, WA, SFA KKI FTIK UINSI Samarinda Batch 8 and 9).

In the perspective of Islamic Religious Education, true motivation comes from the right intention (ikhlas lillahi ta'ala) and purposeful life goals. Therefore, external motivation such as impressions can be an initial trigger, but it is not enough to be a strong foundation without sincere intentions and a clear spiritual direction in life. In addition, 6 of the 19 International Special Class (KKI) students interviewed were of the opinion that discipline and consistency depend more on each person, not solely influenced by the show.

*“I feel that the drive to be disciplined and consistent in completing tasks depends more on each individual's personality and motivation, so not everyone can be affected by programs like this equally, although shows like Clash of Champions can be a trigger for some people”* (IM, SRAA, KAA, MR, CH and SFA KKI FTIK UINSI Samarinda Batch 7, 8 and 9).

There was also one student of the International Special Class (KKI) Batch 9. Nur Qalbi Marsha Khairiyah stated that:

*“ yes, I know that learning is very important for every individual, but not necessarily every individual wants to learn further like the people in the event”* (NQMK KKI FTIK UINSI Samarinda Batch 9).

This confirms that in Islam, the spirit of studying (thalabul 'ilmi) is part of spiritual choice and self-commitment, not merely imitation without consideration. One of the 9th batch of International Special Class (KKI) students, Sazkia, stated that:

*“I don't really agree. In my opinion, this program is entertaining and fun, but it emphasizes the entertainment aspect rather than learning motivation. The excitement feels momentary, not something that can encourage me to really explore knowledge further”* (S KKI FTIK UINSI Samarinda Batch 9).

This view reminds us that entertainment media, if not filtered with Islamic values, can be more dominant in temporary emotional aspects rather than long-term character building. In PAI, intention is the main key so that any activity, including watching educational programs, is worthy of worship and has direction. Muhammad Ridho, a student of International Special Class (KKI) Batch 8, also gave a different view by stating: *“ At first I felt motivated, but the enthusiasm disappeared and I had to start again from the beginning”* (MR KKI FTIK UINSI Samarinda Batch 8).

This phenomenon shows that the spirit of learning must be treated with *mujahadah* and *istiqamah*, two central concepts in Islam that make the struggle to learn not only instant or seasonal, but a long journey full of patience and strengthening of intentions from time to time.

## E. Discussion

Based on the interviews, the reality show "Clash of Champions" showed significant positive impacts on students' learning motivation. The show managed to inspire and awaken their academic spirit through several aspects :

### 1. Increased Learning Motivation and Academic Passion

Students felt that the program directly stimulated their desire to study harder and improve their academic performance. The program is considered capable of encouraging a higher learning ethos. This finding is in line with Kurnia and Ghina's research which states that educational shows, in this case Clash of Champions, have a positive impact on the cognitive and affective development of adolescents, especially in shaping characters and mindsets that support the learning process (Iskar et al. 2021). In the perspective of Islamic Religious Education, the spirit of learning and positive character building is an integral part of Islamic teachings. Demanding knowledge is an obligation for every Muslim, as said by the Prophet Muhammad SAW (Sari and Reftantia 2024). Shows like Clash of Champions can be an initial means of mobilizing this awareness, especially when inspiring students to build a work ethic, an unyielding spirit, and persistence in learning-all of which are fundamental Islamic values.

### 2. Growing the Spirit of Competition, Self-Confidence, and Broad Insight

Clash of Champions" not only triggers the spirit of healthy competition, but also builds participants' self-confidence which is then transmitted to the audience. Exposure to various challenges and talented individuals in it also opens students' horizons more broadly, introducing them to various perspectives and scientific fields. This is in line with the role of motivation as a driver and director of action in Islamic religious education. Where exposure to educational shows such as Clash of Champions can encourage students to be more confident and open to various scientific fields, and direct them towards broader and more meaningful learning goals (Nihaya 2024).

### 3. Interest in Exploring Self-Potential

After watching the Clash of Champions reality show, the majority of students showed greater enthusiasm to set clearer life goals. Students feel that this reality show opens up a mindset towards the importance of designing future directions, not only in academic aspects, but also in overall self-development. Students began to realize that so far they have been living activities without a definite direction. This reality show encourages students to start exploring their potential, knowing their strengths and weaknesses, and determining the steps that need to be taken to develop. The spirit of the participants in the reality show is considered to reflect an attitude of never giving up, hard work, and consistency, which then becomes an inspiration to study harder and improve themselves. In the context of Islamic Religious Education, this condition shows the role of motivation as a guide to action, where students are not only encouraged to learn, but also have a clear orientation and direction in learning and life. Islam views motivation as not just a momentary emotional urge, but a driver that guides a person towards a meaningful life goal, namely becoming a useful and responsible person. The spirit of the participants in the show that reflects an attitude of never giving up, hard work, and consistency is in

line with Islamic values that emphasize the importance of *mujahadah*, *istiqamah*, and self-development within the framework of worship.

#### **4. Increased Awareness of the Importance of Learning**

Furthermore, after watching the Clash of Champions reality show, KKI FTIK UINSI Samarinda students also showed an increased awareness of the importance of learning as a provision to face the future. This awareness is not only limited to academic aspects, but also includes the development of critical thinking skills, the application of appropriate strategies, and adaptation skills in facing various life challenges. Most students realize that learning is a continuous process and is needed as a provision in facing real situations outside the school or campus environment. This is in line with the Islamic view that studying is an obligation that must be undertaken with full seriousness. In the hadith of the Prophet Muhammad salallahu 'alaihi wa sallam it is stated that "demanding knowledge is an obligation for every Muslim" (HR. Baihaqi), which shows that the learning process is not just a formality demand, but is a way of life to achieve glory in this world and the hereafter. Islam also emphasizes that success is not only determined by physical strength, but also by mental toughness, intellectual intelligence, and emotional maturity formed through a continuous learning process (*istiqamah*).

Students' awareness to be more diligent and disciplined in studying reflects the role of motivation as a driver and director of action in the perspective of Islamic Religious Education. This broadcast raises internal motivation to not only passively receive knowledge, but also actively seek, explore, and apply it in life. This is in line with Al-Zarnuji's thinking in Ta'lim al-Muta'allim, that the true spirit of learning must be based on the intention to gain the pleasure of Allah SWT, not merely for worldly interests (Syafrizal et al. 2023). Therefore, when students begin to realize the importance of independent learning initiatives and overall self-development, this indicates the internalization of Islamic values in their learning process.

#### **5. Motivation to be Disciplined, Consistent, and Manage Time Well**

Based on the results of the interviews, it is also known that KKI FTIK UINSI Samarinda students consider that the reality show Clash of Champions provides strong inspiration to be more diligent and disciplined, especially in terms of completing tasks consistently and on time. Students see how participants in the show are required to be focused, resilient, and able to manage time efficiently under pressure. This provides an understanding that success in challenges and in academic life requires discipline and the ability to complete responsibilities, not just talent or luck. Perseverance is an important aspect that can be trained through habituation, and this program indirectly demonstrates the importance of this process. This is in line with process motivation theory, which emphasizes the dynamics of how motivation is formed and maintained through the interaction between internal and external factors. Some respondents stated that they were encouraged to value their time more, maintain focus, and complete tasks more consistently after watching the program. The exemplary behavior of the competition participants motivates them to apply the values of discipline in their daily lives, both in academic and non-academic contexts. This is in line with the concept of self-discipline as one of the main pillars in building internal motivation.

This finding is in line with the function of learning motivation in Islamic Religious Education, specifically as a driver and director of action. The theory explains that students who are internally motivated will undergo the learning process with all their body and soul, and are able to choose the right actions in order to achieve their learning goals. The discipline and perseverance that emerged after watching this

show showed a strong psychological drive (as a driver) as well as awareness of direction and purpose in learning (as a director). This means that students begin to realize the importance of learning not only as a formal obligation, but as a way to achieve life goals and success, as taught in Islamic educational values.

#### **6. Encouragement to Never Give Up in the Face of Challenges**

Unyielding attitude is one of the important indicators in learning motivation. Students who have this attitude tend not to give up easily in facing academic challenges, keep trying even in difficult conditions, and keep fighting until they achieve their goals. In this context, Clash of Champions is considered by most students as a strong source of inspiration to form this attitude. Students feel motivated after witnessing the struggle of the participants in the show. The perseverance, patience, and fighting spirit shown by the participants became a real reflection of the values of never giving up. Students who watched were emotionally and mentally moved to face the challenges of college more courageously, including in facing exams, heavy assignments, and other academic pressures. This attitude not only creates a momentary spirit, but also creates a new understanding that success is the result of a long process and full of obstacles. Students also relate the experience of watching this show to their real conditions as students. Students feel mentally stronger because they are able to see how other people's struggles can be a mirror and encouragement to rise. In fact, this unyielding spirit is considered contagious through shows that present positive energy and real struggles. This finding is in line with the Islamic view that learning motivation acts as a driver of action, namely a psychological drive that creates an active attitude in the learning process. In addition, this unyielding attitude also illustrates the function of motivation as a director of action, where students consciously choose to continue learning despite facing difficulties, because they have a clear direction and purpose. In Islamic Religious Education, this kind of spirit is highly valued because it shows seriousness (*jiddiyah*) and perseverance (*mudawamah*) in pursuing knowledge in order to achieve deep understanding and true Islamic values.

#### **7. The Spirit of Trying New Things**

This reality show is also considered to be able to arouse curiosity, enthusiasm to try new things, and encouragement to explore knowledge outside the classroom. Some students have even started to learn foreign languages, such as French, or started looking for training and seminars to develop their skills, both in academic and non-academic fields such as public speaking and leadership. In addition, this show has also made some students interested in exploring previously unexplored abilities or interests, such as learning to code, reading books openly, or deepening knowledge through educational content from social media. There are also those who begin to venture out of their comfort zone by participating in various off-campus learning activities, including training, webinars, or casual discussions with friends. This phenomenon reflects how the show acts as a trigger for learning motivation that functions as a driver of action, where curiosity and interest in new things become the beginning of the desire to learn further. This is also in line with the function of motivation as a guide to action, because students begin to have an awareness of the learning goals they want to achieve, both for self-development and for their future. In the context of Islamic Religious Education, the urge to continue to explore knowledge, try useful things, and leave passivity is part of Islamic values that uphold the spirit of lifelong learning.

In addition to the various identified positive impacts of the "Clash of Champions" reality show on students' motivation to learn, it is also important to examine the other side of the reality show. Based on the in-depth interviews, significant negative impacts were found,

suggesting that the program has more complex implications on students' enthusiasm and approach to learning than meets the eye.

First, it was found that motivation tends to be momentary and unsustainable. Students revealed that initial motivation can dissipate over time. This shows that the unyielding spirit formed from the show is temporary if not followed up with consistent habits and mindset. They realize that maintaining motivation is not just a matter of watching inspiring things, but also building habits and a strong internal support system. This statement reflects that learning motivation is an urgent and important impulse, arising from one's own will as a foundation in achieving learning goals. This highlights the program's limitations in instilling long-term motivation or providing clear direction.

This statement reflects that learning motivation is an urgent urge that arises from self-will and has an important role as a driver of action, which is the beginning of the act of learning. However, if this motivation is not clearly directed, then the spirit will quickly die out. In the context of Islamic Religious Education, this shows that the function of motivation as a director of action is not optimal, where motivation should not only encourage someone to learn, but also provide clear direction and goals in the learning process. This finding highlights the limitations of impressions in instilling long-term motivation without being accompanied by internalization of values and consistent habituation.

Second, the motivational impact of these shows is not universal and is highly dependent on the individual. There are some students who argue that the urge to persevere and complete tasks does not necessarily arise just because of watching a show. Personality factors, individual habits, and intrinsic motivation are still considered more dominant in shaping diligence and discipline. This statement is in line with the concept of internal factors in the learning process, which includes physiological aspects such as physical condition and sensory function, as well as psychological aspects including talent, interest, attention, motivation and cognitive ability. Therefore, the existence of reality shows is more appropriately understood as an external stimulus that can trigger learning motivation, not as the main determining factor in one's learning success.

In the context of Islamic Religious Education, this reaffirms that the ideal learning motivation comes from self-will and has a clear direction in order to seek Allah's pleasure. The function of motivation as a driver of action, namely encouraging students to actively engage in the learning process with full awareness and commitment, is not enough to rely on external stimuli. This means that shows like Clash of Champions can only be the initial spark, while the sustainability of learning motivation is largely determined by the strength of motivation from within that is in line with Islamic values, namely sincerity, seriousness, and straight intentions in studying. This opinion shows that although visual stimuli such as reality shows can provide motivational encouragement, it still depends on the readiness and character of each individual. Some students consider that perseverance is the result of the internalization process of personal values and experiences, which cannot be formed instantly just from watching. Students also stated that awareness of learning is not always followed by a desire to learn more deeply, this shows that the internal motivation of each individual is different in actualizing this awareness.

This is in line with the theory that learning motivation is influenced by a number of factors that are interconnected and have an important role in the smooth learning process. According to Dimiyati and Mujiono cited in Sri Wahyuni Naibaho's writing, these factors include: student aspirations or ideals, learning abilities, students' physical and mental conditions, the atmosphere of the learning environment in the classroom, dynamic aspects

in the learning process, and the teacher's role in guiding and facilitating learning (Naibaho, Siregar, and Elindra 2021).

Third, there was criticism of the program's educational focus and potential negative impacts. Some students felt that the reality show focused more on entertainment and competition, so the motivation to learn was only momentary and not strong enough to encourage concrete action. For some, the inspiration from the show was not specific enough to create a deep and sustained motivation to learn. This shows that the effectiveness of educational media depends on the balance between entertainment and learning. If the entertainment element is too prominent, the learning message may lose its power.

Fourth, the reality show “Clash of Champions” is considered to create excessive mental pressure for participants and manipulation of impressions through evil editing, which is ethically problematic and can disturb viewers' comfort, as well as create an impression of inequality in access to education and a shift in focus from learning to just promotional media. This shows that behind the entertainment potential, the show has a detrimental side for both the individuals involved and its educational value. Fuandani and Halla in explaining that one of the important elements in reality show-based educational shows is gamification, where not only the participants, but also the audience are involved in order to feel the effects of dramatization and interactivity (Istiati and Muflichah 2025).

However, in practice, some students of KKI FTIK UIN Sultan Aji Muhammad Idris Samarinda highlighted that the element of gamification in some parts actually creates a negative impression, such as the imbalance of performance time between participants and editing that tends to give a bad image of certain participants. This shows that although entertainment elements such as dramatization can increase audience engagement, control and balance are still needed so that educational messages are not biased or lose their learning essence.

## **F. Conclusion**

The reality show Clash of Champions has a complex dual impact on students' motivation to learn. On one hand, the show provides positive inspiration in the form of increased academic enthusiasm, discipline, consistency, resilience in facing challenges, and encouragement to explore one's potential and set clearer life goals. However, on the other hand, there are also negative effects such as short-lived motivation, uneven effects among individuals, and criticism of the show's entertainment aspects, mental pressure, and potential educational inequality. From the perspective of Islamic Education, this situation indicates that genuine learning motivation cannot be built solely from external stimuli but must stem from sincere intentions, spiritual motivation, and an awareness of the importance of knowledge as a means to seek the pleasure of Allah SWT. Such programs can serve as a catalyst, but internal motivation must still be strengthened through Islamic values, as outlined in the Qur'an, hadith, and the examples set by the prophets.

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