

Efforts of Islamic Religious Education Teachers in Improving Student Learning Motivation in High School

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Abstract

When motivation is applied properly, students will be more focused on receiving the material, reducing the habit of postponing assignments, and being more confident in understanding and practicing Islamic teachings. This study aims to analyze the learning motivation of class X.5 students in the subject of Islamic Religious Education (PAI) at SMA Negeri 1 Rengat and the efforts made by PAI teachers in increasing this motivation. The research method used is qualitative descriptive with data collection techniques through observation and interviews. The results of the study show that the learning motivation of class X.5 students in PAI lessons can be categorized as good, although there are some students who are less focused on learning. PAI teachers play an important role in increasing student motivation by using interesting and varied learning strategies, as well as differentiated learning that is tailored to student needs. In addition, giving gifts or rewards in the form of praise, assignment dispensation, and other prizes are effective in increasing students' enthusiasm and motivation to learn. This study concludes that students' learning motivation can be improved through appropriate learning strategies and rewards that motivate students to perform better.

Keywords: Learning Motivation, Islamic Religious Education, Learning Strategies, Rewards



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Introduction

Education is a long-term investment that forms viable individuals in society and are self-sufficient. All levels of society recognize the important role of education and teachers in shaping prospective members of society (Suharni, 2021). PAI teachers play an important role in shaping noble morals and improving student learning achievement. Learning motivation, as the main factor in the learning process, can improve PAI achievement. Teachers' skills in motivating students help overcome learning obstacles (Sitorus, 2023). The main purpose of PAI learning is to provide Islamic knowledge and instill Islamic values in students. PAI aims to create individuals who are beneficial to themselves and society and like to practice Islamic teachings. As educators, PAI teachers play a role in determining the direction of education, so Islam highly appreciates and respects them.

Education has a noble task, so Islam places educators at a higher level than those who are not knowledgeable. Learning motivation arises when there is a goal to be achieved. High motivation increases learning enthusiasm, while low motivation decreases learning enthusiasm. Many students underperform not because of an inability to understand the material, but because of a lack of motivation, which varies and is not always consistent with each individual (Sukartono, 2019).

This problem shows that although the enthusiasm for learning is already visible, further efforts are still needed to create a more disciplined and effective learning environment. With the right approach, such as increasing student involvement, implementing more interactive learning strategies,

and building awareness of the importance of discipline, it is hoped that these obstacles can be minimized so that the PAI learning process becomes more optimal and meaningful for students.

The application of motivation in learning is very important to increase students' interest and enthusiasm for learning. Strong motivation can encourage students to be more disciplined, active, and responsible for their learning process. PAI teachers have a major role in building this motivation, both through inspirational approaches, interesting learning methods, and giving appreciation for students' efforts and achievements.

When motivation is applied properly, students will be more focused on receiving the material, reducing the habit of postponing assignments, and being more confident in understanding and practicing Islamic teachings. In addition, motivation also helps overcome boredom and increase students' fighting power in facing academic challenges. Therefore, building a supportive learning environment and providing positive encouragement to students is something that needs to be considered in the educational process.

Methods

This study uses a qualitative method with a descriptive approach. This method aims to understand and describe the phenomenon that occurs in the Islamic Religious Education (PAI) learning environment at SMA Negeri 1 Rengat, especially in relation to student learning motivation. The research was conducted at SMA Negeri 1 Rengat with the research subjects of class X.5 students and PAI teachers who teach in the class. To obtain accurate and in-depth data, this study uses several data collection techniques, namely: Observation: Directly observing learning activities, student interactions, and how learning motivation is applied in the classroom. Interviews: Conduct interviews with PAI teachers and some students to understand the factors that affect learning motivation. Documentation: Collecting data from written sources, such as teachers' daily journals, student evaluation results, and school policies related to learning motivation.

The data obtained was analyzed using the Miles and Huberman interactive analysis model, which consisted of three main stages: Data Reduction: Selecting, simplifying, and summarizing the data obtained from observation, interviews, and documentation. Data Presentation: Organize the data in the form of a narrative description to provide a clear picture of the research findings. Drawing Conclusions: Drawing conclusions based on the patterns, relationships, and trends found in the data. To ensure the validity of the data, this study uses a triangulation technique, which is comparing data from various sources (observation, interviews, and documentation) to obtain more objective and accurate results. By using this qualitative method, the research can delve deeply into how learning motivation is applied in PAI learning, the obstacles faced, and strategies that can be applied to increase student motivation.

Results and Discussions

1. Results

a. PAI Teachers' Efforts in Increasing Student Learning Motivation at SMA Negeri 1 Rengat

Islamic Religious Education (PAI) teachers have an important role in increasing students' motivation to learn, especially in class X.5 of SMA Negeri 1 Rengat. High learning motivation helps students be more active in learning, eliminate boredom, and increase optimism and fighting power in understanding the material. This motivation can come from within the student or encouragement from the teacher and the surrounding environment. Students in class X.5 have different levels of motivation to learn. Therefore, the support and strategies implemented by PAI teachers are an important factor in arousing students' enthusiasm for learning. Student learning motivation can be measured through several key indicators, such as:

Desire and Desire to Learn, Students who have a high desire to learn will show interest and enthusiasm in participating in learning, doing assignments diligently, and independently

repeating material at home. Observations and interviews with teachers and students show that most students in class X.5 have high motivation in learning PAI.

Enthusiasm in Doing Assignments, Giving Schoolwork plays a role in increasing students' motivation to learn. Many students feel motivated when given assignments, especially if they are interesting and challenging. However, too frequent or monotonous tasks can lead to boredom. Therefore, variation in assignment assignment is an important strategy for PAI teachers.

Responsibility in Doing Assignments, Grade X.5 students show responsibility in completing the assigned tasks. This can be seen from their obedience in doing assignments on time, both individually and in groups. PAI teachers also play a role in guiding students to understand the importance of responsibility in learning.

b. PAI Teachers' Strategies in Increasing Learning Motivation

To increase students' motivation to learn, PAI teachers apply various strategies, including: **Interesting Learning Strategies,** Teachers use student-centered learning methods and differentiated learning, which are tailored to students' interests and abilities. This strategy makes learning more interactive and engaging, so students are more motivated. However, this method requires the creativity of the teacher and a longer time in its application.

Giving Rewards or Prizes, PAI teachers give awards to students who show effort and achievement in learning. This reward can be in the form of praise, assignment dispensation, or other forms of appreciation that can increase students' enthusiasm for learning.

In conclusion, PAI teachers at SMA Negeri 1 Rengat strive to increase students' motivation to learn through various approaches, ranging from interesting learning strategies to awarding. Thus, students are more enthusiastic about learning and achieve optimal learning outcomes.

2. Discussions

a. Learning Motivation of Class X.5 Students in PAI Subjects at SMA Negeri 1 Rengat

Learning motivation is very important in arousing students' enthusiasm, especially in PAI subjects. PAI teachers play an important role in providing encouragement for students to actively study both at school and at home. Based on observations, the learning motivation of class X.5 students is fairly good. Students seemed enthusiastic when the teacher explained the material, although some were less focused. The results of interviews with PAI teachers showed that students had a desire to learn without coercion, and they did their assignments well and responsibly. PAI teachers use strategies to remind students of the importance of lessons, differentiated learning, and various creativity in teaching to support student motivation.

Motivation is very important to give to children because motivation in the encouragement part provides an encouragement in children. Motivation means a process that describes the intensity, direction, and perseverance of an individual to achieve their goals. The three main elements in this definition are intensity, direction, and perseverance. Motivation is a stimulus that conveys strength (energy) to a person to carry out an activity, direct it to be right at the goal needed and keep it stable for what has been done. The tendency of motivation in an individual will be seen in the performance of students in learning activities (Sholihin, 2022). If students have a strong motivation for the subject matter explained by the teacher, they will show their participation and activities to participate in activities in the ongoing learning (Achmad Ruslan Afendi & Farihatun, 2012).

Based on the results of the research, there are many obstacles faced by teachers in motivating student learning both in terms of economics, education, and even less attention is paid to students. Therefore, teachers are psychologically and physiologically responsible for the formation and education of their children. Teachers are role models in word and deed. Parents have a great influence on their children's behavior (Kusumawardani, 2023).

Not only obstacles are faced, but teachers must be able to see various factors that occur, including: The following is a more detailed explanation of the factors that affect student learning motivation:

Internal Factors

- 1) Interests and Talents: Interest is a person's tendency to be interested and happy in an activity or lesson. (Winkel, W.S. 2004).
- 2) Needs and Goals, Basic needs such as security, appreciation, and self-actualization have a great influence on learning motivation. (Maslow, A., 1993).
- 3) Self-efficacy and Self-efficacy, Self-efficacy is a person's confidence in his ability to complete a task (Bandura, A., 1997).

External Factors

- 1) Family Environment, Support from the family, especially parents, is very important (Santrock, J.W., 2011).
- 2) School environment, conducive learning environment, competent teachers, and interesting teaching methods can affect learning motivation (Slavin, R.E., 2006).
- 3) Peers, Peers also play an important role. Students who are in a positive and competitive study group tend to be motivated to study harder. Conversely, if his social circle does not support academic activities, his motivation to learn can decline (Ryan, A.M., & Patrick, H., 2001).

These factors interact with each other. For example, even though a student has good interests and talents (internal factors), but if the family and school environment are not supportive (external factors), his motivation to learn can remain low. Therefore, it is important to pay attention to these two factors simultaneously.

b. PAI Teachers' Efforts in Increasing the Learning Motivation of Class X.5 Students at SMA Negeri 1 Rengat

Interesting and varied learning strategies are very important to simplify the learning process and increase student motivation. Without the right strategy, learning goals are difficult to achieve. PAI teachers prepare lesson plans, learning media, and creative methods so that students are not easily bored and the material is easy to apply in daily life. PAI teachers use differentiated learning that adjusts to the needs and potential of students, so that they can learn independently and actively.

The advantages of this strategy are:

- 1) Accommodating students' learning differences
- 2) Increase motivation to learn
- 3) Making students more active, creative, and innovative
- 4) Make learning more enjoyable and meaningful

The disadvantages of this strategy are:

- 1) Takes longer
- 2) Requires high creativity from teachers
- 3) Requires skills in differentiated learning
- 4) Requires collaboration with others
- 5) Students who lack concentration

Giving gifts or rewards to students can increase their motivation and confidence. The rewards given, such as praise or other awards, encourage students to achieve more. PAI teachers give praise, assignment dispensations, or gifts in the form of food or stationery as a form of appreciation for students' efforts. As a result, students become more enthusiastic and not easily bored in learning.

The benefits of giving prizes/rewards are:

- 1) Ignite the spirit of learning and improve learning outcomes
- 2) Increase students' confidence

Conclusion

Based on the results of the study, it can be concluded as follows: 1) **Student Learning Motivation:** The learning motivation of class X.5 students is quite good, although there are some students who lack focus or are sleepy during learning. In general, students seem enthusiastic in attending lessons and doing assignments well and responsibly. PAI teachers have successfully motivated students through various strategies, including reminders of the importance of differentiated lessons and learning; 2) **Teachers' Efforts in Increasing Motivation:** PAI teachers have made various efforts to increase students' motivation to learn, including by using interesting and varied learning strategies. Differentiated learning is applied so that students can learn according to their individual needs and abilities, so that they feel more active and creative in the learning process; 3) **Giving Gifts/Rewards:** Giving gifts or rewards in the form of praise, assignment dispensations, or other appropriate rewards has proven to be effective in increasing student motivation. These rewards not only increase students' enthusiasm for learning, but also give them a greater sense of confidence, which in turn encourages them to excel more in PAI lessons.

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