

# The Strategies of Islamic Education Teachers in Enhancing Students' Learning Motivation

Sab'ati Mela Matsania<sup>1</sup>, Makhful<sup>2</sup>, Sriyanto<sup>3</sup>

{ cilamatsania@gmail.com<sup>1</sup>, makhfulfai@gmail.com<sup>2</sup>, sriyanto1907@gmail.com<sup>3</sup> }

Master of Islamic Education, Universitas Muhammadiyah Purwokerto<sup>1,2,3</sup>

**Abstract.** The results of this study indicate that ICT media plays a significant role as a teaching aid for PAI teachers, serving as an effective strategy to enhance students' learning motivation. This includes the use of engaging learning media, assigning challenging tasks and projects, implementing a needs-based learning approach, and utilizing ICT technology as a learning resource. The implementation of these strategies at SMP Muhammadiyah 1 Purwokerto involves several steps in the learning process, namely introductory activities, core activities, and concluding activities. The approach used in this research involves reviewing publications from relevant journals on Google Scholar as part of the literature review. The research methodology employed in this study involves a literature review of relevant journal articles from Google Scholar. This can be attributed to various factors such as students' lack of interest in the subject, uninteresting teaching methods, or personal issues that affect their motivation to learn.

**Keywords:** PAI teacher strategies, motivation, PAI learning.

## 1 Introduction

Islamic Education (PAI) learning plays an important role in shaping students' character and enhancing their understanding of Islamic teachings. PAI learning also helps students comprehend moral values and ethics, as well as enrich their knowledge of Islamic culture and history. [1] Additionally, PAI learning can help students understand Islamic teachings and apply them in their daily lives, enabling them to become individuals of noble character and responsibility. In the context of education, PAI learning also plays a crucial role in developing students' abilities to think critically, analyze, and draw conclusions about Islamic religion-related information. [2] PAI learning can also help students build tolerance among people of different religions and strengthen their Islamic identity. [3]

Student learning motivation is crucial as it has an impact on the learning outcomes achieved. The higher the learning motivation, the higher the learning outcomes that can be achieved. [4] Uninteresting curriculum: If the material taught in PAI lessons is too theoretical or lacks appeal, students may feel bored or uninterested in learning. Lack of interest in the

subjects: Some students may perceive PAI lessons as irrelevant or unimportant to their lives, leading to a loss of interest in learning. Unsupportive family environment: If students do not receive support from their families in learning about religion, they may lose motivation to study. Lack of qualified teachers: PAI teachers who have limited understanding of the subject matter or lack effective teaching methods can make it difficult for students to comprehend and become interested in the subject.

In the increasingly advanced digital era, there is a growing abundance of entertainment and easily accessible technology that students can freely access without parental supervision. Among teenagers, there is a prevalent trend of engaging in free association, cohabitation, and consuming addictive substances such as drugs, cigarettes, and alcoholic beverages. Incidents of criminal activities such as mugging and even sexual harassment often occur in various regions of Indonesia [5]. If students cannot learn PAI effectively, several significant problems may arise, including: Lack of understanding of religious teachings: If students cannot learn PAI properly, they may not fully comprehend the teachings of Islam [6]. This can result in students being unable to apply religious teachings in their daily lives. Loss of moral values: Islamic religious education is one way to strengthen students' moral values. If students do not learn PAI properly, they may lose important moral values instilled in the teachings of Islam [6]. Causing intolerance: If students do not learn PAI properly, they may not understand and appreciate religious and belief differences. This can lead to intolerance and disharmony among fellow human beings [7]. Loss of religious identity: If students do not learn PAI properly, they may lose the Islamic religious identity that should be part of their being. Therefore, it is important for students to be able to learn PAI well and receive support and guidance from teachers and parents.

The objectives of PAI learning for students include enhancing their knowledge and understanding of Islamic teachings, strengthening their faith and piety, and assisting them in developing good character and becoming individuals of noble moral values. [8]. Furthermore, the objectives of PAI learning also include helping students understand and appreciate religious and belief differences, as well as fostering strong bonds of brotherhood among fellow human beings. Given these issues, PAI teachers need to have appropriate strategies to enhance students' learning motivation to prevent or at least minimize the aforementioned concerns. One way is by introducing religion through school subjects to limit students' exposure to influences that can strengthen their faith and maintain good behavior, keeping them away from wrongdoing.

This study aims to describe the strategies of Islamic religious education teachers applied in increasing student motivation in PAI subjects. Other studies show that teacher strategies in increasing student motivation in Islamic religious subjects at SMP Negeri 1 Tapaktuan include the use of learning media, the use of lecture, discussion, and question and answer methods, as well as providing positive feedback [9]. Other research shows that the strategies of Islamic religious education teachers in increasing student motivation during the Covid-19 pandemic at SMP Negeri 21 Selayar Islands include the use of online learning media, the use of lecture, discussion, and question and answer methods, as well as providing positive feedback.

Just like at SMP Muhammadiyah 1 Purwokerto, the PAI learning strategy has transformed into ICT-based PAI learning, which serves as one of the more innovative teaching methods in response to the rapid development of technology. Educators and students need to make good use of technology in education [10]. In this manuscript, several strategic steps will be discussed that can be used by PAI teachers to enhance students' motivation in PAI learning, as well as the

strategies and steps taken by SMP Muhammadiyah 1 Purwokerto in improving PAI learning motivation using ICT-based media.

## **2 Research Method**

By examining the materials obtained using Google Scholar, the author employed a qualitative descriptive analysis method, which involves processing data obtained from literature research with the aim of describing, analyzing in detail, and providing interpretations of the data. The data sources were collected through keyword searches that encompassed "PAI teacher strategies," "motivation," and "PAI learning." After a comprehensive assessment of 15 relevant publications on PAI teacher tactics to enhance student learning motivation, the search yielded 4,600 journal articles covering the period from 2018 to 2023. Data were gathered from written sources such as books, journals, articles, research reports, and electronic documents related to the topic of "Strategies of PAI Teachers in Enhancing Student Learning Motivation." The data analysis technique employed was qualitative descriptive analysis, involving reading, categorizing, and interpreting the collected data. The research findings were presented by describing the strategic steps taken by PAI teachers at SMP Muhammadiyah 1 Purwokerto.

## **3 Research Results and Discussion**

The findings of this research indicate that a number of PAI teacher strategies can successfully improve students' learning motivation. Some of the strategies found include the use of engaging learning media, the assignment of challenging tasks and projects, the application of needs-based learning approaches, and the use of technology in teaching and learning. [11]

The utilization of interesting teaching materials can enhance students' motivation and interest in learning PAI. Learning games, multimedia presentations, or instructional videos are examples of teaching media that can be used [12]. Assigning challenging tasks and projects can encourage students to be more active and creative in their learning, thereby enhancing their motivation. Implementing a needs-based learning approach is also effective in increasing students' motivation to learn, as students become more engaged and have control over the learning process. The use of technology in learning can also boost students' motivation, as technology can make learning more interactive, engaging, and effective [13].

Some of the latest strategies in PAI (Islamic Education) learning that can enhance students' motivation to learn include::

- a. Collaborative Learning: Encouraging students to discuss and work together in groups can enhance their motivation and engagement in learning. Collaborative learning can help students better understand PAI concepts in a more enjoyable way. This method allows students to learn together in small groups and work collaboratively to achieve learning goals. It can increase students' engagement in learning and strengthen their social skills.

- b. **Using Technology:** Utilizing technology in learning can make students more interested and motivated. Technology can be used in the form of multimedia presentations, videos, or interactive PAI learning applications. This method leverages technology such as multimedia and the internet to deliver PAI learning materials. It can facilitate students in learning materials from various sources and make the learning process more engaging.
- c. **Project-Based Learning:** Project-based learning allows students to learn practically by creating projects related to the teachings of Islam. This type of learning can enhance motivation and engagement in PAI learning. This method enables students to apply the knowledge and skills they have learned through experiments or simulations of real-life situations related to the teachings of Islam.
- d. **Learning through Playing Approach:** This approach invites students to learn while playing. Learning with a play-based approach can enhance motivation and interest in learning the teachings of Islam. This method allows students to learn the teachings of Islam through problem-solving related to everyday life. It enables students to connect the learned material with their daily lives.

Islamic Education (PAI) learning can be evaluated in several ways to assess the improvement of students' knowledge and understanding of Islamic teachings, including [11]:

1. **Written Test:** Students' understanding of Islamic principles and theories taught in class can be measured through a written test. This may include multiple-choice questions, short answers, or essays.
2. **Observation:** Observation can be conducted to evaluate how students apply Islamic teachings in their daily lives. In this case, teachers can observe students' behavior during the teaching-learning process as well as outside the classroom.
3. **Group Discussion:** Group discussions are a good way to assess how well students can express their opinions and views on Islamic beliefs. Group discussions can also help students become more socially adept and more aware of others' opinions.
4. **Practical Assignments:** Students can be given practical assignments to assess how well they understand the principles and practices of Islamic teachings. Examples of practical assignments include delivering religious speeches, memorizing verses from the Quran, and producing calligraphy designs.

### **Teaching Strategies of Islamic Education using ICT-Based Media at SMP Muhammadiyah 1 Purwokerto**

ICT-based learning is a teaching method in which students are provided with information about a subject through the use of ICT media. This allows students to be more engaged in the learning process and actively seek all the knowledge taught by their teachers. It also enables the creation of an effective learning atmosphere through instructional technology. By incorporating technology media into Islamic and Muhammadiyah teachings, specifically at SMP Muhammadiyah 1 Purwokerto, students will be able to comprehend information or lessons taught by teachers more quickly. Additionally, students can pay better attention and focus compared to traditional lecture methods, which may feel monotonous [10]:

1. The utilization of ICT media in Islamic Education (PAI) learning.

a. Laptop/Personal Computer

Laptops or computers are electronic devices used for data processing. In the context of PAI (Islamic Education) learning at SMP Muhammadiyah 1 Purwokerto, the use of laptop/computer media is utilized as a tool for students to complete assignments given by teachers during the learning process. The utilization of laptops/computers represents innovation and creativity in teaching Islamic Education (PAI). Additionally, laptop/computer technology can assist students in completing tasks more easily and quickly. Moreover, laptop/computer technology can also be used as a tool/media for exchanging information and data in the learning process.

b. Internet technology

The utilization of internet technology in Islamic Education learning at SMP Muhammadiyah 1 Purwokerto is as one of the sources for students' knowledge references. By using the internet in PAI learning, students will have a better understanding of various insights or knowledge from various sources related to the subject matter. Additionally, students can also watch various videos on YouTube that undoubtedly support their understanding.

c. Multimedia Technology

Multimedia technology in Islamic Education learning at SMP Muhammadiyah 1 Purwokerto includes video/music players, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. The utilization of video/music players is to provide concrete illustrations to students in learning, such as historical events or the practical aspects of performing prayers. Microsoft Word is used as a working document for students to copy-paste information or data from the internet.

d. Flas drive

Regarding the flash drive, it serves as a data storage device. In education, specifically in learning, students use flash drives to store data or assignments created in Microsoft Word. Flash drives are also used to transfer data or student assignments to other laptops/computers more easily, such as from a student's laptop/computer to a teacher's laptop as a student's assignment.

e. E-mail

Email is an internet facility that allows users to send and receive electronic messages. Email is highly beneficial in education, especially in distance learning. Internet users can send and receive messages to/from other internet users from various parts of the world.

The use of email in teaching at SMP Muhammadiyah 1 Purwokerto serves as a means for students to send data or assignments to teachers. This is done to provide students with experience in using internet-based ICT media. Thus, in the future, students will be able to easily send emails.

2. Preparation steps before learning.

a. Initial steps/introduction.

In the initial steps, a teacher at SMP Muhammadiyah 1 Purwokerto in the teaching of Islamic Education in the classroom begins by greeting the students and guiding them to take their seats calmly. After preparing the students, the teacher then recites a prayer before studying together,

hoping for ease in understanding the knowledge. Next, the teacher checks the attendance of the students, followed by providing some motivation to the students through the story of Prophet Noah (Nuh, peace be upon him).

#### b. The Core Steps

In the core steps of Islamic Religious Education (IRE) learning using ICT media, the teacher first presents the IRE learning material and then proceeds to recite the Qur'an from Surah Al-Sharh: 1-8. During the recitation of the Qur'an, the teacher recites it together with the students. Next, the teacher selects a student to recite the Qur'an individually while others listen.

After the recitation of the Qur'an is complete, the teacher instructs the students to open their computers or laptops that they brought from home. Once the students have opened their laptops as a learning media, the teacher instructs them to connect to the school-provided WIFI network. After the laptops are connected to the internet, the teacher instructs all students to search for the specific verse of the Qur'an on the internet and copy it into Microsoft Word. Once the students have successfully completed this task, the teacher then instructs them to search for the meaning and interpretation of the verse of the Qur'an and copy it into the same Microsoft Word document they were using.

Subsequently, for students who have completed their task, they are instructed to transfer the document file to the flash drive provided by the teacher for collection. As for students who have not completed the given task, the teacher instructs them to revise and improve it until it is perfect. In ICT-based Islamic Religious Education learning, the teacher not only assigns students to work on their tasks independently but also observes and assists students with any difficulties they encounter during the learning process.

#### c. Final Steps

After the core step in teaching Islamic Religious Education (PAI) at SMP Muhammadiyah 1 Purwokerto, the next step is the closing step. In this step, the teacher confirms the completion of the lesson. The final activity is for the teacher to apologize for any mistakes and bid farewell to the students.

From the results of this study, it can be concluded that effective PAI teaching strategies to enhance student motivation are those that make the learning process more engaging, active, and student-centered. PAI teachers need to develop creativity, skills, and innovative approaches in utilizing instructional media, technology, and effective teaching methods. With the advancement of education technology, teachers can effectively and efficiently deliver lesson content. Secondly, ICT serves as a learning tool/environment for students. Students can utilize ICT media in the learning process, such as using computers for writing, accessing the internet for information or data, using email to submit assignments, and more. Thirdly, ICT serves as a learning resource. With the development of ICT, teachers can utilize the internet as an information source, validating the appropriate content for students' needs.[10].

## **4 Conclusion**

Based on the research findings, it can be concluded that there are several effective strategies for PAI teachers to enhance student motivation in learning, such as using engaging instructional

media, assigning challenging tasks and projects, implementing student-centered approaches, and integrating technology in teaching. The latest teaching innovations that can be employed by PAI teachers include using mind mapping-based learning, augmented reality, 3D animation, and game-based learning, all of which are closely related to technology.

To enhance student learning motivation, PAI teachers should cultivate their creativity and competence in utilizing instructional materials, technology, and effective teaching methodologies. By doing so, it is expected that PAI lessons will become more engaging, dynamic, and tailored to students' needs to improve learning outcomes.

As for the teaching strategies at SMP Muhammadiyah 1 Purwokerto, they involve several steps in the learning process: 1) Introduction/initial activities, which include greeting, prayer, attendance check, motivating students, conducting apporition, stating the objectives, and preparing the necessary tools for learning such as laptops, books, flash drives, etc.; 2) Core activities, which encompass delivering the lesson content, reading relevant Quranic verses related to the instructional theme, assigning tasks to search for specific information, copying the information or data into Microsoft Word/worksheet, transferring the data to a flash drive, and sending the data via email; 3) Closing activities, where a teacher confirms the completion of the lesson.

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