# The Influence of the Role of Parents in Increasing Motivation to Learn Islamic Religious Education in Public Elementary School Students

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**Abstract**

This study aims to examine the influence of parental involvement in increasing students' motivation to learn Islamic Religious Education (IRE) at elementary schools. The research method employed is quantitative with a survey approach. The sample consists of 150 students from grades IV and V of public elementary schools, along with their parents. Data were collected through questionnaires measuring parental involvement in religious education at home and the students' motivation to learn IRE. The results show that there is a significant positive influence between parental involvement in religious education and students' learning motivation. Active parental engagement in supporting learning, providing examples, and creating a conducive learning environment can significantly increase students' motivation in Islamic Religious Education. In conclusion, parental involvement plays a crucial role in enhancing students' motivation to learn IRE, and parents need to be more actively engaged in their children's religious education.

**Keywords:** Parental Involvement, Learning Motivation, Islamic Religious Education

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## A. Introduction

Education is one form of manifestation of human culture that is dynamic and full of development. Therefore, changes and developments in education are things that should occur in line with changes in the culture of life. Changes in the sense of improving education at all levels need to be continuously carried out in anticipation of future interests.[1]

Islamic religious education is conscious guidance by educators towards the physical and spiritual development of students towards the formation of a primary personality. Every student needs to be provided with adequate Islamic education. so that you don't experience difficulties in facing life's problems. Islamic religious education teachers who teach morals play a very important role in realizing students' noble morals and also play a role in students' learning achievements. Because teachers have a responsibility in the teaching and learning process. One of the ways in which learning achievement in Islamic Religious Education can be improved is through

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[1] Muhammad Siddik, *The Concept of Formal Education in Islam*, (Bandar Lampung: Faculty of Tarbiyah IAIN Raden Intan, 2002), p.3.

increasing learning motivation. Because in the teaching and learning process motivation plays a very important role. Motivation is the encouragement or ability to carry out a learning activity in order to achieve the expected goals.[2]

Islamic Religious Education is very important for students where the growth and development of students really needs guidance, coaching, guidance and encouragement as well as direction so that children will be able to master various values in Islamic religious education and practice Islamic teachings properly and correctly. Islamic Religious Education means "physical and spiritual guidance based on Islamic law towards the formation of a primary personality according to Islamic standards".[3] Therefore, Islamic education cannot be underestimated and its role is considered not to have a big influence on the current pattern of people's lives. Starting from the educated generation, the importance of education and religion must be instilled, which has always been held completely by students. Learning Islamic Religious Education is very important to be studied by all Muslims without exception, because in this lesson the limitations of a human being in carrying out his life are explained.

As the state regulates the lives of its people. In the country there are laws that regulate people's lives, as well as the Islamic religion which regulates all human life. Because the establishment of a strong state means that its rules are obeyed by every citizen, then the connection between the state and the learning of Islamic religious education is that the ethics and morals that exist in the country are all studied in Islamic religious education.

The importance of learning Islamic religious education in every school requires that a teacher must be able to make students feel comfortable and not get bored with the Islamic religious education learning that is delivered. One way to make students feel comfortable is that a teacher's delivery or the methods given to students vary. The Religious Education Curriculum must be a priority in improving the quality of students. Teachers, as part of the school system, are required to provide creative teaching in the learning process in Islamic Religious Education lessons. Not only focused on the lecture method, there are many methods that can be put into practice, so that students gain knowledge that is easy to understand as well as a pleasant class atmosphere.

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[2] Sardiman, *Teaching and Learning Interaction and Motivation* (Jakarta: PT Raja Grafindo Persada, 2001), p.83.

[3] Arifin, HM., *The Reciprocal Relationship of Islamic Religious Education in Schools and Families*, (Jakarta : Bulan Bintang, 2006), cet. to vii, h. 15.

This is very important for all Islamic religious education teachers in schools to pay attention to, because Islamic religious education is the main foundation for all aspects of the field of knowledge that students have. To be able to understand all the existing lessons, especially Islamic Religious Education lessons, of course there is a process that is experienced. This process can take place quickly or slowly depending on the student's mindset that arises through learning. So, the learning process is absolutely within humans.

If you look at the example above, students who are not in a perfect learning process need a change in the atmosphere that arises in the process. One of them is by building motivation in learning for students who are less developed. The influence of motivation is very strong in getting the desired results in the learning process. By having motivation, all learning activities become focused, so that there is no chaos when receiving instruction from the teacher. In order to achieve the objectives of the teaching and learning process, high student learning motivation factors are very necessary, so that the objectives of Islamic Religious Education learning will be achieved.

At Teluk Dalam 12 State Elementary School, Central Banjarmasin District, Banjarmasin City, there is one Islamic Religious Education teacher. Meanwhile, the total number of students is 109 people spread across 6 classes and spread into 6 study groups. The motivation of students in studying Islamic Religious Education at Teluk Dalam State Elementary School 12, Central Banjarmasin District, Banjarmasin City is not the same, some are quite high, this can be seen from the level of student attendance, the seriousness of students in taking Islamic Education lessons, and their learning outcomes which are high while the low ones can be seen from the level of student attendance, the seriousness of students in taking Islamic Education lessons and their learning outcomes are also not optimal.

Seeing this reality, PAI teachers are required to be able to raise students' learning motivation. In learning PAI, apply teaching and learning strategies well so that teaching and learning objectives can be achieved. For this, teacher expertise and insight is needed, collaboration between PAI teachers and other teachers is very necessary, and other supporting factors must be available, such as adequate learning facilities such as worksheets, textbooks and supporting books, as well as environmental factors, both the school environment and the family environment, and the student's own interest or desire to learn.

**B. Theoretical Framework**

1. Understanding Motivation

Motivation comes from the word motive which is defined as the effort that encourages someone to do something.[4] Motivation is an event or includes human psychological functions. Motivation is also said to be a stimulus, encouragement or generator of energy for behavior to occur.[5] Meanwhile, according to O. Witakker, motivation is conditions or circumstances that activate or encourage creatures to behave to achieve the goals generated by that motivation.[6]

From the definitions mentioned above, it can be concluded that motivation is conditions or circumstances that activate or provide encouragement to do something to achieve a goal. So motivation in learning is conditions or circumstances that make it effective or provide encouragement so that it arises in students to carry out an activity in order to achieve learning goals.

2. Understanding learning

Learning is a very complex term so it cannot be said with certainty what actually learning is. Several experts formulated about learning. Often these formulations differ from each other because of differences in learning theories adopted. The following introduces several formulations about learning.

Slameto in his book *"Learning and the factors that influence it"*, stated "Learning is a process of effort carried out by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with his environment.[7] Inside *Educational Dictionary* It is stated that learning is a change in behavior as a result of practice and experience."[8] Nasution said that "learning is increasing knowledge".[9] H.M. Arifin said: Learning is a student's activity in receiving, responding to, and analyzing the lesson materials presented by the teacher which ends in the child's ability to master the lesson materials presented.[7] H.C. Witherington as quoted by Soetomo stated that "Learning is a change in

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[4] Sardiman AM, *Teaching and Learning Interaction and Motivation,* (Jakarta: PT. Raja Grafindo Persada, 1996) p. 73.

[5] Sarlito Wirawan Sarwono, *General introduction to Psychology*, Bulan Bintang, Jakarta, 1976, p. 57.

[6] Westy Soemanto, *Educational Psychology*, Bina Literacy, Jakarta, 1987, p. 193.

[7] Slameto, *Learning and the factors that influence it*, (Jakarta: Rineka Cipta, 1995), p. 2.

[8] St. Vembriarto *Educational Dictionary*, (Jakarta: PT. Gramedia, 1994), p. 9.

[9] S. Nasution, *Didactic Teaching Basics*, (Jakarta: Bumi Aksara, 1995), p. 34.

personality which expresses itself as a new pattern of reaction in the form of skills, attitudes, habits, intelligence or understanding".[10]

The several definitions mentioned above show us that learning is a process of changing human behavior and skills. This change in behavior is not caused by a physiological growth process or maturity. These changes occur due to practice and experience. Changes that occur due to learning can be changes in habits (habit), skills (skills) or in the three aspects of ability as proposed by Bloom in his taxonomy, namely cognitive dominant (knowledge), affective domain (attitude) and psychomotor domain (skills). Learning activities are the most basic activities in the entire educational process. This means that the success or failure of achieving educational goals depends a lot on how the learning process is experienced by students or students.

3. Understanding Islamic Religious Education

According to Zuhairini, et al., religious education is systematic and pragmatic efforts to help students so that they live in accordance with Islamic teachings.[11]

According to Ahmad D. Marimba, "Religious education is physical and spiritual guidance based on Islamic religious laws leading to the formation of the main personality according to Islamic standards.[12]

According to H.M. Arifin, "Religious education is the effort of devout Muslim adults to consciously direct and guide the growth and development of their students' fitrah (basic abilities) through Islamic teachings towards the maximum point of growth and development."[13]

According to Abu Ahmadi, "Religious education is systematic and planned efforts to help students so that they can live a decent, happy and prosperous life in accordance with Islamic teachings."[14]

According to Hasan Langgulung in his book entitled "*Some Thoughts About Islam*", meaning that: Islamic education is a process of preparing the younger generation to fill the role of transferring

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[10] Soetomo, *Basics of Teaching and Learning Interaction*, (Surabaya: National Enterprise, 1993), p. 119.

[11] Zuhairini, et al., *Special Methodology for Religious Education*, (Surabaya: National Enterprise, 1982) Cet. 8th, p. 27.

[12] Ad. Marimba, *Introduction to Islamic Educational Philosophy*., P.T. Al Ma'rif, Bandung, 1974, hal. 22.

[13] M. Arifin, *Islamic Education Science: A Theoretical and Practical Review Based on an Interdisciplinary Approach*, (Jakarta: Bumi Aksara, 1991), p. 22.

[14] Abu Ahmadi, *Special Methodology for Religious Education*, (Bandung: Armico, 1986), p. 41.

knowledge and Islamic values which is carried out with the human function of doing good deeds in the world and reaping the results in the land of the afterlife.[15]

From the definitions above, it can be concluded that religious education is an effort made by adults consciously towards the development of children's lives, both physically and spiritually, based on Islamic laws, so that a Muslim personality is formed.

4. The Role of Motivation in PAI Learning Activities

As previously stated, motivation is the presence of an impulse that drives or energy to arouse and direct someone to do an action, people want to do an action because there is a push and pull that can arouse enthusiasm. Likewise, in learning activities motivation is needed. Motivation will be a driving force for learning, and will determine the direction towards the desired goal.

The existence of motivation in learning is very important, because motivation can create students' willingness to learn. High motivation will provide enthusiasm and a strong will for students to learn. Learning without motivation will bring unsatisfactory results. Because motivation to learn is very important, so that the desire to learn can run well.

5. Types of motivation in learning

In this case we will be able to differentiate student learning motivation into two types, namely: Intrinsic motivation and extrinsic motivation.[16]

Intrinsic motivation is motivation that comes from within a person, or an urge to do an activity to achieve a certain goal. The goal to be achieved is contained in the activity itself. So this motivation is a type of motivation in which learning activities are initiated and continued based on an impulse from within and is absolutely related to the learning activity.

Meanwhile, extrinsic motivation is motivation that comes from outside a person or is an urge to do something active to achieve a certain goal. The goal is beyond the activity itself. Therefore, extrinsic motivation can also be said to be motivation in which activities are

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[15] Hasan Langgung, *Some Thoughts About Islam*, Al Ma'rif, Jakarta, 1980, h. 94.
[16] Amier Dain Indrakusuma, *Introduction to Educational Science*, National Business, Surabaya, 1993, p. 162.

initiated and continued based on external encouragement which is not absolutely related to learning activities.

Even though these two motivations appear different, in practice they both play an important role in arousing students' passion for learning. Therefore, the teacher's task is to inspire motivation in his students to learn. Make sure that students' motivation in learning is intrinsic motivation, because this motivation will lead students to be active on their own, working on their own without coercion from other people.

6. Forms of Motivation in Learning

In teaching and learning activities the role of both intrinsic and extrinsic motivation is very necessary. Motivation for students can develop activity and initiative, can direct and maintain persistence in carrying out learning activities. There are several forms and ways to foster motivation in learning activities at school, including:

a. *Giving Numbers*. Numbers in this case are a symbol of the value of learning activities. Many students study, the main thing is to achieve good numbers or grades. So what students usually chase is test scores or grades on report cards that have good numbers. For students, good numbers are a very strong motivation.

b. Gift. Rewards can also be said to be motivation, but this is not always the case. Because the reward for a job may not be attractive to someone who is not happy and has no talent for that job.

c. Rivalry/competition. Rivalry or competition can be used as a motivational tool to encourage students to learn. Competition, both individual competition and group competition, can improve students' learning achievements.

d. Knowing the results. Knowing the results of their work, especially if there is progress, will encourage students to study harder. The more you know that the graph of learning outcomes is increasing, the more motivation you have to continue learning, with the hope that the results will continue to improve.

e. Praise. If a student is successful or manages to complete an assignment well, they need to be given praise. This praise is a form of positive reinforcement and is also good motivation. Therefore, for this praise to be motivational, the giving must be constant. With the right praise, it will foster a pleasant

atmosphere and increase enthusiasm for learning and at the same time will raise self-esteem.

f. Give a review. Students will study harder if they know there will be a test. Therefore, giving repetition is also a means of motivation. But what teachers must remember is that they do tests too often (for example every day) because it can be boring for students.

Apart from the forms of motivation described above, of course there are still many forms and methods that can be utilized. The only thing that is important for teachers is that various types of motivation can be developed and directed to produce meaningful learning outcomes.[17]

## C. Research methods

This type of research is field research with a quantitative approach. This research aims to determine the motivation to study Islamic Religious Education subjects at Teluk Dalam State Elementary School 12, Central Banjarmasin District, Banjarmasin City and to determine the factors that influence it. The population in this study was all 109 students of Teluk Dalam State Elementary School 12, Central Banjarmasin District, Banjarmasin City who were registered for the 2020/2021 school year, then a sample of 20 people was taken using a purposive technique. Data collection uses observation, questionnaire, interview and documentary techniques. Data processing techniques for editing and classifying data, then tabulating and interpreting the data. As for drawing conclusions using the inductive method. Next, the collected data is processed through editing, coding, tabulating and data interpretation techniques. Meanwhile, to analyze the data, quantitative descriptive analysis was used.

## D. Research Results and Discussion

1. Student motivation in studying Islamic Religious Education

    a. Data on student activity in preparing learning equipment

    From the data produced through the questionnaire, it is known that students who stated that they were always actively preparing Islamic Religious Education learning tools were included in the high category, namely 80%, students who stated that they only sometimes actively prepared were included in the low category, namely 20%,

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[17] Sardiman A.M., *Teaching and Learning Interaction and Motivation*, Raja Grafindo Persada, Jakarta, 2001, Cet. IX

while in the low category, the category of never actively preparing had no answers or was empty.

b.  Data on students' needs for Islamic studies

From the data produced through the questionnaire, it shows that all students stated that they needed Islamic Religious Education lessons, which were included in the very high category, namely 100%. Meanwhile, the answer category that does not require Islamic Religious Education and the answer category that does not require both found no answers or were empty.

c.  Data on student activity paying attention to the teacher's explanation

The data produced through the questionnaire showed that students who stated that they always paid attention to the teacher's explanation of Islamic Education lessons in class were in the high category, namely 70%, students who stated that they only sometimes paid attention to the PAI teacher's explanations were included in the low category, namely 30%, while students who stated that they did not pay attention to the PAI teacher's explanations in class were included in the very low category (blank).

d.  Data on students' activeness in asking questions and expressing opinions during Islamic religious lessons

From the data produced through the questionnaire, it is known that students who stated that they always actively asked questions and expressed opinions during the teaching and learning process of Islamic Religious Education subjects were included in the sufficient category, namely 40%, students who stated that they only sometimes actively asked questions were included in the sufficient category, namely 50%, while students who stated that they never asked were included in the very low category, namely 10%.

e.  Data on students' activeness in doing homework in Islamic religious studies

The data produced through the questionnaire showed that students who said they always did homework were in the very high category, namely 90%, students who said they only sometimes did it were in the very low category, namely 10%, for the never done answer category there was no answer.

f. Data on students' activeness in repeating Islamic religious lessons at home

Data produced through a questionnaire shows that students who stated that they always actively repeat Islamic Religious Education lessons at home are included in the sufficient category, namely 40%, students who stated that they only occasionally repeat Islamic Religious Education lessons at home are included in the sufficient category, namely 60%, while the answer category of never repeating Islamic Religious Education lessons at home is no answer.

2. Factors that Influence Student Motivation in Learning Islamic Religious Education Subjects

a. Data on student attendance during Islamic religious lessons

From the data produced through the questionnaire, it is known that students who stated that they were always actively present at school taking Islamic Religious Education subjects were in the high category, namely 80%, students who stated that they were sometimes present were included in the very low category, namely 20%, there were no students found who said they never attended (blank).

b. Data on punctuality when entering class when taking Islamic religious subjects

The data produced through the questionnaire showed that students who stated that they were always on time for class during Islamic Religious Education lessons were in the very high category, namely 80%, students who stated that they were sometimes only on time for class in Islamic Religious Education subjects were included in the low category, namely 20%. There were no students who stated that they were never on time, which was included in the very low category (blank).

c. Data about whether students enjoy Islamic religious lessons

From the data produced through the questionnaire, it is known that students who stated that they were happy with the Islamic Religious Education subject were in the very high category, namely 100%, students who stated that they were not happy with the Islamic Religious Education subject had no answer, namely in the low category, while in the unhappy category there was also no answer.

d. Student activity data records Islamic religious lessons

From the data produced through the questionnaire, it is known that students who stated that they always actively took notes in Islamic Religious Education lessons in class were in the very high category, namely 100%, students who stated that they only occasionally took notes in Islamic Religious Education lessons and students who stated that they never took notes in Islamic Religious Education lessons in class were not found (blank).

e. Data about student motivation in studying Islam

The data produced through the questionnaire shows that students who stated that their motivation for studying Islamic Religious Education subjects was because they wanted to gain and increase their knowledge of the Islamic religion were included in the very high category, namely 90%, students who stated that their motivation for studying PAI was only because they wanted to pass the exam in this subject were included in the very low category, namely 10%, while there was no answer in the answer category that studying PAI subjects was only because of encouragement from their teachers and parents.

f. Data about the relationship between students and teachers

From the data produced through the questionnaire, it is known that most students stated that their relationship with PAI teachers was very good, namely in the very high category, namely 90%, students who stated that their relationship with PAI teachers was not good was included in the very low category, namely 10%, and for the not good answer category, not a single student stated this.

g. Data about parental encouragement in learning about Islam

The data produced through the questionnaire showed that most students stated that their parents/guardians always gave them encouragement to study Islamic Religious Education at school and at home, which was included in the high category, namely 80%, students who stated that their parents/guardians only occasionally provided encouragement to study PAI were included in the very low category, namely 20%, while the answer category for their parents

never provided encouragement was that no answer was found or was empty.

h. Data on parental guidance for learning difficulties

From the data produced through the questionnaire, it is known that students who stated that their parents always provided guidance regarding learning difficulties in PAI subjects were included in the sufficient category, namely 40%, students who stated that their parents only sometimes provided guidance regarding students' learning difficulties were also included in the sufficient category, namely 60%, for the answer category of no guidance, no answers were found or were blank.

i. Data about whether or not students have handbooks for Islamic religious subjects

The data produced through the questionnaire showed that students who had 1 handbook were in the very high category, namely 100%, while students who stated they had 2 books and those who stated they had no books had none or were empty.

j. Data about the condition of the student's living environment

Data produced through a questionnaire shows that students who stated that their environment was never noisy were in the very high category, namely 100% and there were no students who stated that their environment was sometimes noisy or always noisy.

E. **Conclusion**

This research concludes that the role of parents has a significant influence on the motivation to learn Islamic Religious Education in State Elementary School students. Parents who are actively involved in accompanying their children's learning, providing role models, and creating a supportive environment, can increase students' learning motivation. Therefore, parents are advised to be more involved in their children's religious education process, both at home and in supporting learning activities at school.

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