

## **The Influence of Interactive Learning Methods on Learning Motivation for Islamic Religious Education in Islamic Elementary Schools**

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### **Abstract**

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This study aims to determine the effect of interactive learning methods on learning motivation in Islamic Religious Education (IRE) at Islamic Elementary Schools. The interactive learning method is considered effective in enhancing active student participation, especially in IRE lessons that involve moral and spiritual values. This research uses a quantitative approach with an experimental design. The research sample consists of Islamic elementary school students divided into two groups: an experimental group receiving interactive learning and a control group receiving conventional learning. Data were collected through a learning motivation questionnaire and analyzed using a t-test. The results show that interactive learning methods have a positive impact on improving students' motivation to learn IRE. Therefore, it can be concluded that the application of interactive learning methods can increase learning motivation in IRE at Islamic elementary schools, which affects the quality of students' understanding and practice of Islamic teachings.

### **Keywords:**

Interactive Learning Method, Learning Motivation, Islamic Religious Education

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### **A. Introduction**

Science occupies a very important position, both in personal life and in national development and is a basic pillar of development, therefore the mastery and placement of knowledge in all its aspects will greatly determine the success of development in all fields.<sup>1</sup>

Furthermore, education is the main thing in life. Education plays an important role in a child's maturity, especially in this modern era, everyone must equip themselves with various knowledge because with knowledge a person can live life well.<sup>2</sup>

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<sup>1</sup> M. Noor Syam, Etc., *Introduction to the Basics of Education*, (Surabaya: National Enterprise, Cet. III, 1998), p. 1.

<sup>2</sup> Evelin Siregar & Hartini Nara, *Learning and Learning Theory* (Bogor: Ghalia Indonesia, 2010), p. 14.

Personally, with education a person can even realize their needs. With education he will be able to put himself in a better position than before or compared to other people. This is because education will shape a person into a human being who has knowledge, skills, noble morals and other personal potentials, which are really needed in life, both personally, in society and as a nation and state. This is as mandated by Republic of Indonesia Law No. 20 of 2003 concerning the National Education system in Chapter III article 4 which is formulated as follows:

"National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens."<sup>3</sup>

The National Education System Law also explains to us that responsible educational institutions include the family, government and society. These three institutions must work together in providing education and teaching to the nation's children. Collaboration here also means that the content and pattern of education provided at the three institutions must be in harmony, and must not contradict or conflict with each other.

Learning is a process of effort carried out by a person to achieve a new change in behavior as a whole thanks to experience and practice.<sup>4</sup> Or learning is the process of humanizing humans, from not knowing to knowing. So motivation is also a very important prerequisite for learning, because with motivation, something you do is more focused because there is encouragement or driving force.

Motivation is a state in a person's personality that encourages individuals to carry out certain activities to achieve a goal.<sup>5</sup> According to Uthman Najati, motivation is a driving force that generates activity in living creatures, and gives rise to behavior and directs it towards certain goals.<sup>6</sup> Judging from the definition above, it can be seen that with motivation a person can do something with direction to achieve a certain goal.

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<sup>3</sup> Law of the Republic of Indonesia Number 20 of 2003, *About the National Education System*, (Jakarta: Aneka Ilmi, 2003), p. 4.

<sup>4</sup> Baharuddin, *Educational and Developmental Psychology*, (Jogjakarta: Ar-Ruzz Media, 2017), p. 162.

<sup>5</sup> Sumadi Suryabrata, *Educational Psychology*, (Jakarta: Rajawali Pers, 2014), p. 70.

<sup>6</sup> Abdul Rahman Saleh, *Psychology An Introduction from an Islamic Perspective*, (Jakarta: Kencana, 2004), p. 183.

Motivation can function as a driver of effort and achievement. So, with good motivation in learning you will get good results. In other words, with diligent effort and especially based on good motivation, someone who studies will be able to produce good achievements as well.

Motivation is very necessary in learning, especially in Islamic Religious Education lessons. Because, Islamic Religious Education is education that is created, implemented and intended for Muslims, and to know, understand, appreciate and believe in the teachings of the Islamic religion.<sup>7</sup> So motivation is very important in Islamic religious education because studying it requires motivation or encouragement.

Someone who has high motivation will try harder than someone who has low motivation, however, motivation is not behavior but a process from within the individual that cannot be observed directly. The higher the effort, the greater the motivation, and the greater the motivation, the stronger the activity will be carried out.<sup>8</sup> Motivation is considered important not only for students, but also for educators and education personnel such as teachers, lecturers and school employees. Because, if educators have no motivation in learning, then automatically students will also have no motivation and the teaching and learning process will not be carried out as expected.<sup>9</sup>

The teacher's ability to convey learning material and the use of methods and media can also influence student motivation in learning, because the teacher is one of the learning components that is expected to provide knowledge to students. If the teacher is not able to convey the lesson material well, then students will definitely get bored of learning and will not absorb the lesson material well.

Rahmatillah Islamic Elementary School is one of the primary level educational institutions in North Banjarmasin District. The Islamic Religious Education learning process at Rahmatillah Islamic Elementary School is very limited, only 2 x 45 minutes a week, while the material that must be provided is quite a lot, and students are also not enthusiastic about learning. The method applied by teachers in delivering Islamic Religious Education lessons is the lecture and memorization method, and the only tools used in the teaching and learning process are blackboards and textbooks. This causes students to be less enthusiastic about learning as evidenced by the fact that

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<sup>7</sup> Excellent Service Muliawan, *Islamic Education Science*, (Jakarta: Rajawali Pers, 2015), p. 14.

<sup>8</sup> Nana Syaodih Sukmadinata, *Psychological Foundations of the Educational Process*, (Bandung: Teen Rosdakarya, 2004), p. 62.

<sup>9</sup> Purwa Atmaja Prawira, *Educational Psychology in a New Perspective*, (Jogjakarta: Ar-Ruzz Media, 2017), p. 320.

some students lack focus, talk when the teacher is explaining the lesson and come in and out while the teacher is teaching.

To foster student motivation, teachers must have new innovations, including in the use of methods, because there are many other methods that teachers can use. If a teacher is creative and innovative, it will produce enjoyable learning, so that students do not get bored while learning, are more motivated and produce good achievements.

## **B. Theoretical Framework**

### **1. Learning**

The word learning comes from the basic word learning which has the prefix *pe* and the suffix *-an*. According to Muhibbin Syah, learning means stages of change in all individual behavior that are relatively permanent as a result of experience and interaction with the environment which involves cognitive processes.<sup>10</sup> Meanwhile, according to Sardiman, the meaning of learning is divided into two, namely broad and specific. In a broad sense, learning can be interpreted as a psychophysical activity towards complete personal development. Then, in a narrow sense, learning is intended as an effort to master scientific material which is part of the activities towards the formation of a complete personality.<sup>11</sup>

Surya, as quoted by Abdul Majid, believes that learning is a process carried out by individuals to achieve a change in behavior, as a result of the individual's experience in interacting with their environment.<sup>12</sup> In line with that, Mulyasa stated that learning is the actualization of the curriculum which requires teacher activity in creating and growing student activities in accordance with the programmed plan.<sup>13</sup> From the several definitions above, it shows that learning is a process of changing human behavior and skills.

Slameto put forward several characteristics of behavior change, namely:

- a. Change happens consciously
- b. Changes in learning are continuous and functional
- c. Changes in learning are positive

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<sup>10</sup> Muhibbin Shah, *Educational Psychology*, (Bandung: PT. Teen Rosdakarya, 2000), p. 92.

<sup>11</sup> Sardiman, *Teaching and Learning Interaction and Motivation*, (Jakarta: PT. Raja Grafindo Persada, 2000), p. 20-21.

<sup>12</sup> Abdul Majid, *Learning strategies*, (Bandung: Teen Rosdakarya, 2013), p. 4.

<sup>13</sup> E. Mulyasa, *Character Education Management*, (Jakarta: Bumi Aksara, 2012), p. 129.

- d. Changes in learning are not temporary
- e. Changes in learning are purposeful
- f. Change covers all aspects of behavior.<sup>14</sup>

## **2. Motivation to learn**

Motivation comes from the word "motive" which is defined as the effort that encourages someone to do something.<sup>15</sup> 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.<sup>16</sup> While motivation in Islam is the same as intention.

Intention in terms is a person's desire to do something, its place is in the heart not in the mouth. Intention is a matter of the heart whose affairs are very important and related to the results obtained. In accordance with the following hadith of the Prophet Muhammad peace be upon him:

On the authority of the Commander of the Faithful, Abu Hafs Omar bin Al-Khattab, may God be pleased with him, he said: I heard the Messenger of God, may God bless him and grant him peace, say: Actions are but by intentions. But each person gets what he intended. So whoever's emigration was for the sake of God and His Messenger, then his emigration is for God and His Messenger, and whoever's emigration was for the sake of this world or for a woman. **He marries her, and his migration is to what he migrated to.**

It means: "From the Amirul Mu'minin, Abi Hafs Umar bin Al Khattab, may God be pleased with him, he said, "I heard the Messenger of God, may God bless him and grant him peace, say: Indeed, every action depends on the intention. And indeed each person (will be rewarded) based on what he intended. Whoever migrates because of (wanting to gain the pleasure of) Allah and His Messenger, then his migration is for the (pleasure) of Allah and His Messenger. And whoever migrates because he wants a decent life in the world or because of the

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<sup>14</sup> Sardiman AM, *Teaching and Learning Interaction and Motivation*, (Jakarta : PT. Raja Grafindo Persada, 1996), p. 73.

<sup>15</sup> Sardiman, *Teaching and Learning Interaction and Motivation*, (Jakarta: PT. Raja Grafindo Persada, 2000), p .73.

<sup>16</sup> Sarlito Wirawan Sarwono, *General Introduction to Psychology*, (Jakarta : Bulan Bintang, 1976), p .57.

woman he wants to marry, then his migration (will be worth as much as) he intended."<sup>17</sup>

Motivation according to James O. Witakker are conditions or circumstances that activate or encourage creatures to behave to achieve the goals generated by that motivation.<sup>18</sup>

Motive according to W.S Winkel is a driving force to carry out certain activities to achieve a goal.<sup>19</sup> Therefore, motives become active at certain moments, when the need to achieve goals is strongly felt or lived.

Some of the definitions mentioned above can be concluded that motivation is the overall driving force within students which gives rise to learning activities to ensure continuity and provide direction to these activities, so that the desired goals can be achieved.

### **3. Characteristics of Student Learning Motivation**

There are characteristics of students who have high learning motivation, namely as follows:

- a. Diligent in facing tasks (can work continuously at the same time, never stopping before completion).
- b. Resilient in facing difficulties (not giving up quickly). Not quickly satisfied with the achievements he has achieved.
- c. Shows interest in various problems and thinks about solving problems, for example issues of justice, religious development, eradicating corruption, and so on.
- d. Prefer to work independently. Don't depend on friends for schoolwork.
- e. Can defend his own opinion (if he already believes in something) and is seen as quite rational.<sup>20</sup>

Teachers must really understand the characteristics of students who have high learning motivation so that, during the teaching and learning process, teachers can interact with their students well and provide good motivation.

Furthermore, the characteristics of students who have low learning motivation include the following:

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<sup>17</sup> Muhammad Imarah, Translation of the Hadith of Jawahirul Bukhari, (Semarang: Darul Ihya, 1993), p. 5

<sup>18</sup> Westy Soemanto, *Educational Psychology*, (Jakarta : Bina Aksara, 1987), p. 193.

<sup>19</sup> W.S Winkel, *Educational Psychology and Learning Evaluation*, Cet. IV, (Jakarta: Gramedia, 2000), p. 70.

<sup>20</sup> Sardiman, *Teaching and Learning Interaction and Motivation*, (Jakarta: Raja Grafindo Persada, 2005), p. 83.

- a. Quickly feel bored when completing school assignments.
- b. Lack of self-confidence.
- c. It's easy to give up and always say "I can't".
- d. Often daydreaming and not active in studying.
- e. Does not pay attention to teacher instructions.
- f. Doesn't respond to teacher's advice to try.
- g. Don't want to ask when you don't understand, keep quiet.
- h. It's easy to get discouraged.
- i. Trying to avoid tasks, for example asking permission to go to the UKS due to fever and so on.<sup>21</sup>

#### **4. Islamic education**

Several definitions of Islamic Religious Education according to experts include:

- a. According to Zuhairini, et al., Religious education is systematic and pragmatic efforts to help students so that they live in accordance with Islamic teachings.<sup>22</sup>
- b. According to AD. Marimba, "Religious education is physical and spiritual guidance based on Islamic religious laws leading to the formation of a primary personality according to Islamic standards."<sup>23</sup>
- c. According to H.M. Arifin, "Religious education is the effort of religious 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."<sup>24</sup>

From the above definitions, 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.

A teacher must be good at processing and managing students in learning Islamic Religious Education in order to foster student

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<sup>21</sup> John W Santrock, *Educational Psychology Second Edition*, (Jakarta: Kencana, 2007), p.522.

<sup>22</sup> Zuhairi, et al, *Special Methodology for Religious Education*, (Surabaya: National Enterprise, Cet.VII, 1982), p. 27.

<sup>23</sup> AD. Marimba, *Introduction to Islamic Educational Philosophy*, (Bandung: PT. Al Ma'arif, 1974), p. 22.

<sup>24</sup> H.M. Arifin, *Islamic Education Science: A Theoretical and Practical Review Based on an Interdisciplinary Approach*, (Jakarta: Bumi Aksara, 1991), p. 22.

enthusiasm and motivate students in learning to achieve the expected learning goals.

Student motivation when studying in the classroom is very necessary in learning activities to arouse the enthusiasm within students. In order for the learning activities carried out to be successful and effective, the teacher must be able to generate learning motivation in students.<sup>25</sup> To foster students' learning motivation, teachers can do this during the teaching and learning process.

There are several ways to foster student learning motivation, namely explaining the learning objectives to students. At the beginning of the learning process, the teacher first explains the learning objectives that can be achieved by students. Clear and measurable goals will increase student motivation.

Providing encouragement to study diligently to students. This encouragement can be in the form of giving maximum attention to students. Form good study habits. Good study habits can be formed by arranging an appropriate study schedule. Helping students with learning difficulties. The teacher's way of helping students with learning difficulties is by paying attention to the learning process and results. Teachers diagnose the causes of learning difficulties, then work together to solve them.

Use appropriate and varied methods. The right method will make it easier for teachers to convey learning material to students. Students will really understand the learning material, teachers can even make students interested in the learning material presented by using varied methods and attracting students' attention, making it easier for them to understand the material. Use appropriate media and in accordance with the learning objectives to be achieved.<sup>26</sup>

According to Hamalik, there are several efforts that teachers can make to foster learning motivation, namely:<sup>27</sup>

- a. Provide value
- b. Give praise and gifts
- c. Presenting lessons systematically and planned
- d. Using props

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<sup>25</sup> Ruswandi, *Learning Psychology*, Paint. I, (Bandung: Cipta Persona Sejahtera, 2013), p. 14-15.

<sup>26</sup> Heri Gunawan, *Islamic Religious Education Curriculum and Learning*, (Bandung: Alfabeta, 2012), p. 145.

<sup>27</sup> Oemar Hamalik, *Teaching and Learning Process*, Cet. I, (Jakarta: Bumi Aksara, 2001), p. 166-167.



- e. Arrange distractions
- f. Give advice.

### **C. Research methods**

Data analysis uses qualitative methods, namely by describing actual events in the form of descriptive sentences. Meanwhile, to draw conclusions using the inductive method, namely drawing conclusions from specific to general conclusions. The subjects in this article are students at the Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City and one Islamic Religious Education subject teacher who teaches at the school. The number of students who are the subject of this writing is only taken from class IV students, totaling 6 people and class V students, totaling 13 people. The students in grades I, II and III did not become informants because they were deemed unable to provide valid data. Meanwhile, class VI students were not used as informants because they were facing final school exams. There are several techniques that the author uses to collect this data, namely Observation, Interview, Documentary.

### **D. Research Results and Discussion**

Observations on the first day in class IV regarding how motivated students were in learning PAI, the author found that many of the students were not active in learning PAI, students also came in and out when the teacher was in class and they also talked when the teacher was explaining PAI lessons. But some students sometimes ask questions when they don't understand what the teacher is explaining, students also sometimes answer questions from the teacher, but there are also sometimes students who don't pay attention when the teacher explains the lesson in front, sometimes there are also students who don't enter the class on time when the bell rings, and there are also students who sometimes don't want to memorize when asked to memorize verses of the Koran.

On the second day of observation, the author observed educators' efforts to increase students' learning motivation, following the results:

Based on the results of observations that have been observed by the author, PAI teachers at the Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City, when students are enthusiastic about learning, the teacher always gives praise, provides solutions when students have difficulty learning, presents lessons in a systematic and planned manner, the teacher also provides distractions when students are not enthusiastic about learning, but things like this are done only occasionally

and the teacher gives advice to students. But teachers do not give plus points (+) when students are enthusiastic about learning, do not connect teaching with student interests, do not use props when teaching.

The author proves that from the overall results of the observations that the author has made on class IV students, motivation is still low in learning PAI. One form that can be seen when the lesson is in progress is that many of them talk, don't pay attention to the teacher when explaining the lesson and are also not active when learning PAI, the proof is that they don't ask questions when they don't understand the lesson. And the teacher's efforts to generate motivation are also lacking, this is proven when the teaching teacher never provides varied methods and media, never uses teaching aids, the teacher also never gives plus points (+) when students are enthusiastic about learning, the teacher only gives praise when students are enthusiastic about learning.

1. Student Motivation in studying Islamic Religious Education at Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City

Motivation in learning is something that is very necessary in teaching and learning activities. Because with motivation in learning students can change existing thoughts. Moreover, there is motivation for learning Islamic Religious Education for students at the Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City. Within the scope of schools, those who play a very important role in motivation for learning Islamic Religious Education at Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City include the principal, all teachers, especially Islamic Religious Education teachers.

Based on the results of the author's interview with Mr. WE as an Islamic Religious Education teacher in class IV of the Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City about how to motivate students when PAI learning takes place. "In motivating students during PAI learning, I apply methods that are suitable to the material I am teaching, for example fardhu prayer material, so the method I use is practice, and ask students to give examples so that they are active in class. So, by making it like that, during the teaching and learning process, no one makes a fuss, let alone leaving the classroom."

Based on the results of the author's interview with the Islamic Religious Education subject teacher, namely Mr. WE, it can be

concluded that in motivating students during PAI learning, the teacher applies methods that are appropriate to the material being taught, for example the material being taught is fardhu prayer material, so the method used by the teacher is practice, and the teacher asks students to give examples so that they are active in class, that way they won't make a fuss, let alone leave the classroom. So more or less students are motivated by what is implemented by PAI subject teachers.

Based on the results of the author's interviews with several students who are less active in learning PAI about where the difficulties lie when studying PAI subjects.

"According to H, a class IV male student, the difficulty in studying Islamic religious education subjects is that when I am asked to memorize, I often don't come to school when memorizing, because for me memorizing is difficult. So I don't go to school when there is memorization."

"According to A, a male student in class IV, regarding where there are difficulties when studying Islamic religious education subjects, there are actually no difficulties when studying Islamic religious education, but I don't like being told to memorize because I'm lazy about memorizing."

"According to M, a fourth grade female student, the difficulty in studying Islamic religious education subjects is when I am asked to memorize, but even though it is difficult, I still attend school."

Based on the results of the author's interviews with students above, it can be concluded that the average student's difficulty in learning PAI lessons is when memorizing, there are some of them, even though it is difficult, they still attend school.

The author also interviewed students who often came in and out of class, and students who did not listen, pay attention or speak when the teacher was explaining the lesson.

"According to the MRP for class IV male students, I often spoke when the teacher was explaining Islamic religious education lessons because I didn't like studying PAI. So I was bored and finally I spoke."

"S, a female student in class IV said that I didn't listen to the teacher's explanation in front of me because I didn't like the method the teacher used, every meeting because I always used the lecture and recitation method."

Based on the author's interviews with fourth grade students, students often come in and out and don't listen to the teacher's explanations

because they don't like PAI lessons, and some don't like the methods applied by the teacher to them.

Based on the data that the author has obtained in the field, the motivation to learn PAI at the Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City is still classified as low motivation in learning, this is proven by the results of observations and interviews with class IV students. One of the forms that can be seen when lessons are in progress is that many of them talk, don't pay attention to the teacher when explaining the lesson and are also inactive when studying PAI, the proof is that no one asks when they don't understand the lesson. Students often go in and out of class when the teacher is in, do not ask permission from the teacher when leaving class, and some do not like the methods applied by the teacher to them.

The author also got answers from students after conducting interviews about the methods applied by teachers and they were less motivated because the methods applied were always the same methods, namely lecture and memorization methods, not varied so students felt bored. Students also don't like memorizing, on average they say they don't like it, and they don't like memorizing, but some of them, even though it is difficult, still attend school.

2. Efforts Made by Teachers to Increase Motivation for Learning Islamic Religious Education Subjects in Students at Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City

Teachers' efforts to arouse students' motivation to learn Islamic Religious Education at Rahmatillah Islamic Elementary School can be measured by several things as follows:

a. Giving Value

Good grades for students are a very strong motivation, so they can encourage students to be enthusiastic about learning. Based on the results of interviews with respondents (PAI teachers), it was stated that in the teaching and learning process teachers do not give plus points to students, but what is given is praise that encourages students to be enthusiastic about learning, as illustrated in the following interview quote:

"No, I don't give plus points when students are enthusiastic about studying, but what I do is praise students when they are enthusiastic about studying, that way students become more enthusiastic about studying because of the praise, why do I do that? Because basically students really like praise given by teachers, and

that can raise student motivation. "An example of the praise I give is, thank God, today my students are very enthusiastic about learning, I hope that in the future you will all be successful, amen."

Several students expressed whether the teacher gave plus points when students were enthusiastic about learning.

"According to a female student named A in class IV about whether teachers give plus points when students are enthusiastic about studying, A said that teachers never give plus points when students are enthusiastic about studying, but the teacher only gives praise, not plus points."

"SN, a fourth grade female student, also said the same thing. "Regarding whether teachers give plus points when students are enthusiastic about learning, SN said that teachers never give plus points when students are enthusiastic about learning, but teachers only give praise when students are enthusiastic about learning."

"Several fourth grade students, namely AI and AS, also said about whether teachers give plus points when students are enthusiastic about learning, they answered that teachers never give plus points when students are enthusiastic about learning, teachers give plus points when students can memorize verses of the Koran fluently."

Based on the results of interviews, the author with fourth grade students stated that in the teaching and learning process teachers do not give plus points to students, but what is given is praise that encourages students to be enthusiastic about learning. Teachers only give plus points to students who can memorize verses of the Koran fluently.

b. Give praise and gifts

Stimulation in the form of gifts and praise for students is usually a more desirable characteristic than punishment and blame, because gifts and praise are also said to be motivation. Based on the results of interviews with respondents (PAI teachers) regarding giving gifts and praise, it was stated that teachers in the teaching and learning process often give praise, as illustrated by the following interview excerpt:

"I always give praise to students when they are enthusiastic about participating in the learning process, because praise is very important in learning, with praise, students are more enthusiastic about

learning. So when students are enthusiastic about learning, I give them praise."

Based on the results of the author's interviews with PAI teachers, it was revealed that teachers always give praise to students when they are enthusiastic about learning, because praise is very important in learning.

c. Presenting Teaching Systematically and Planned

Every time a teacher teaches, he always prepares the lesson in such a way and appears in front of the class as someone who is mentally prepared. Based on the results of interviews with PAI teachers, it was stated that teachers always present lessons in a systematic and planned manner. As illustrated from the following interview excerpt:

"In the learning process, I always present teaching in a systematic and planned manner, one of which is that I explain the lesson well to students until they understand. If there are students who don't understand what I explain, I immediately tell them to ask me."

Based on the results of the author's interview, PAI teachers always present teaching in a systematic and planned manner, one of which is that the teacher explains the lesson well to students until they understand.

d. Using Props

Using teaching aids as teaching aids can raise students' motivation to learn. Based on the results of interviews with PAI teachers, Mr. WE, stated that he occasionally used props when teaching PAI as illustrated in the following quote:

"I have used props when teaching PAI lessons, but not all of my material uses props, because it has to be adapted to the material and I don't use just any props. For example, in the fardhu prayer material, I use visual aids in the form of pictures so that students can observe the pictures.

Based on the PAI subject teacher's account of the use of props when teaching. Mr. WE, a PAI teacher who teaches in class IV, said that he occasionally uses props when teaching.

Several students expressed whether the PAI learning method applied affects your learning motivation.

"According to AF and AAS, fourth grade male students, whether the methods applied by teachers affect your learning motivation. AF and AAS said it didn't affect me, because the method used was

always the same so I felt bored, in the end I was told to memorize it."

"SN and SH female students in class IV also said the same thing as their friends. SH said that she was bored with the methods applied by PAI subject teachers such as lecture methods and memorizing. "But sometimes teachers also make groups, for example the speech method, giving a theme, then coming forward and then giving a grade, but I'm still not motivated because methods like that are only applied once, the others are always lecture and memorizing methods."

"According to AI and R, male students in class IV, regarding whether students were motivated by the methods applied by the teacher, they said that they were also not motivated by the methods taught by the teacher, because they were not interesting, not varied and quickly got bored in learning."

Based on the results of the author's interviews with students in class IV, it can be concluded that students are not motivated by the methods applied by teachers in PAI lessons because lecture and memorization methods are always applied, only occasionally using props and speech methods.

e. Arrange Interludes

Teachers must be able to provide distractions that can arouse students' enthusiasm and sense of joy in teaching. Based on the results of interviews with PAI teachers, they hold interludes when students are bored with studying. As illustrated in the following quote:

"I always hold interludes when students are bored and starting to get fed up with studying, because this is what should be done so that students become enthusiastic about learning again. For example, when students start to get bored, I tell stories about the Apostles to revive students' enthusiasm and motivation."

Based on the PAI teacher's account, he always provides distractions when students start to get bored with studying, for example the teacher tells stories of the Apostle to raise students' enthusiasm and motivation in studying.

f. Giving Advice

Providing advice and stories in the form of good and enjoyable experiences, touching the hearts and feelings of students so that they

can raise student motivation. Based on the results of interviews with PAI subject teachers, as illustrated in the following quote:

"In the PAI learning process I always give advice to students, if there are students who don't do their homework and come in and out of class, I immediately ask the student. Examples of advice I give. "Don't be busy going in and out of class, as a student it is not good for you to behave like this because it can affect your enthusiasm for learning."

Based on the results of the author's interviews with fourth grade students, whether the teacher gives advice when students come in and out of class and do not listen to the teacher's explanation.

"According to a female student named S class IV, about whether the teacher gives advice when there are students coming in and out of class. Yes, teachers always give advice to students who come in and out of class and students who don't listen to their explanations."

"According to SH, a female student in class IV, also said the same thing as S about whether the teacher gave advice when there were students coming in and out of class. SH said that the teacher always gave advice to students who came in and out of the classroom when the teacher was inside."

Based on the results of the author's interview in class IV, namely about whether the teacher gave advice when there were students coming in and out of class, it can be concluded that in class IV, the teacher gave advice to students who did not listen to the teacher's explanation or who came in and out of class.

Based on interviews with PAI subject teachers, namely Mr. WE, about how to deal with students who are less active so that they are motivated.

"Students who are less active in learning must really pay attention. Firstly, to deal with students like that, you must first look at the background of the cause, why they are not active in learning, whether there is a problem, so you must first find out what the problem is. "Then after knowing what the problem was, I gave him basic attention, then gave him encouragement so that his enthusiasm would rise, and especially for him I only told him to do things that were easy so that he wouldn't be lazy, bored and become active in participating in PAI learning."

Based on what the PAI subject teacher said, to deal with students who are less active in learning, you must first know the background



of the cause, whether there is a problem, why he is not active in learning. Then, after finding out what the cause was, the teacher gave him basic attention, then gave him encouragement so that his enthusiasm would rise, and especially for him, the teacher only ordered easy things so that he wouldn't be lazy, bored and active in learning.

Then the PAI teacher also talked about increasing students' learning motivation in PAI subjects.

"In increasing student motivation in PAI subjects, first provide motivational words, then create an interesting learning model, such as dividing into groups, providing a theme, then making a speech and moving forward, assessing the students themselves. So that way, no student is negligent because everyone is working."

Based on the results of interviews with PAI subject teachers, in increasing student learning motivation in PAI subjects. Teachers make learning models more interesting, such as dividing groups, giving speeches and assessing students themselves. So that way, none of the students will be lazy or careless because they are all involved in the work.

#### **E. Conclusion**

Based on the results of research that has been conducted, it can be concluded that interactive learning methods have a significant positive influence on motivation to learn Islamic Religious Education (PAI) in Islamic Elementary Schools. The application of this method can increase students' active participation in learning, which in turn encourages them to be more interested and motivated in studying PAI material. Students who take part in learning using interactive methods show a higher increase in learning motivation compared to students who take part in conventional learning. Therefore, it can be suggested that PAI teachers in Islamic Elementary Schools integrate interactive learning methods in the learning process to create a more interesting and effective environment in fostering students' interest and learning motivation towards Islamic Religious Education.

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