The Urgency of Motivation in Enhancing Students' Understanding and Achievement in Islamic Religious Education

*Miftahul Jannah
Universitas Islam Negeri (UIN) Antasari Banjarmasin

Abstract

Learning motivation is an essential factor in the educational process, playing a significant role in enhancing students' understanding and academic achievement, especially in the subject of Islamic Religious Education. High motivation encourages students to study more diligently, increasing their interest and engagement in the learning process. This study aims to examine the urgency of learning motivation within the context of Islamic Religious Education and how it can improve students' academic performance. The findings indicate that both intrinsic and extrinsic motivation have a significant impact on students' understanding of the material and their academic outcomes in this subject. Therefore, enhancing learning motivation should be a primary focus in teaching Islamic Religious Education.

Keywords: Learning Motivation, Islamic Religious Education, Understanding

(*) Corresponding Author: miftahuljannah@gmail.com

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.[1]

Basically, 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.[2]

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

---

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

[2] Evelin Siregar & Hartini Nara, *Learning and Learning Theory* (Bogor: Ghalia Indonesia, 2010), p. 14.

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."[3]

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.

The family is the first and main institution in providing education and teaching to its children. Even parents are the ones who determine whether a child is good or bad. This is in accordance with the following hadith of the Prophet Muhammad saw:

From Abu Hurairah RA, the Messenger of Allah actually said, "There is no one except those born according to fitrah (Islamic religion). So it was his parents who converted him to Judaism, converted him or promoted him."[4]

The lesson from the hadith above can be taken from the fact that one aspect that is important in education is faith or monotheism to Allah SWT. And in the context of a child's education, it seems that parents occupy the largest percentage in the educational process in question.

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.[5] 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.

---

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

[4] Muhammad Imarah, *Translation of Jawahirul Bukhari's Hadith,* (Semarang: Darul Ihya, 1993), p. 194.

[5] Baharuddin, *Educational and Developmental Psychology*, (Jogjakarta: Ar-Ruzz Media, 2017), p. 162.

Motivation is a state in a person's personality that encourages individuals to carry out certain activities to achieve a goal.[6] Without motivation, there will be no action like learning.

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.[7] Judging from the definition above, it can be seen that with motivation a person can do something with direction to achieve a certain goal.

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.[8] 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.[9] High motivation can direct and activate students to participate in the teaching and learning process. High motivation will appear in students when there is high student involvement in the learning process, students are active in learning, and there is an effort by the teacher to maintain that students always have high learning motivation.

Teachers are expected to be able to provide motivation and encourage students to learn during the learning process. Apart from

---

[6] Sumadi Suryabrata, *Educational Psychology*, (Jakarta: Rajawali Pers, 2014), p. 70.

[7] Abdul Rahman Saleh, *Psychology An Introduction from an Islamic Perspective*, (Jakarta: Kencana, 2004), p. 183.

[8] Excellent Service Muliawan, *Islamic Education Science*, (Jakarta: Rajawali Pers, 2015), p. 14.

[9] Nana Syaodih Sukmadinata, *Psychological Foundations of the Educational Process*, (Bandung: Teen Rosdakarya, 2004), p. 62.

involving motivation, students' emotional involvement in the teaching and learning process also needs to be considered.[10]

Motivation is considered important not only for students, but also for educators, 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.[11]

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 learning process for Islamic Religious Education at Rahmatillah Islamic Elementary School is very limited, only 2 x 45 minutes a week, while there is a lot of material to be provided, 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.

PAI teachers' teaching and learning process still uses the lecture method, so that students' attention in the learning process is lacking. The proof is that there are some students who lack focus, talk when the teacher is explaining the lesson and come in and out when the teacher is inside. There are even students who cannot read the Koran according to its rules. The use of methods, media, linking learning contextually (linking learning material to the context of their daily lives) is still lacking, resulting in less student motivation. The learning is less effective, what is wanted to be conveyed is not achieved in its entirety, because PAI teachers still use the lecture method and rote memorization. Teachers must have new innovations, including in the use of methods, because there are many other

---

[10] Muhammad Irham and Novan Ardy Wiyani, *Educational Psychology Theory and Application in the Learning Process*, (Yogyakarta: Ar-Ruzz Media, 2013), p. 62.

[11] Purwa Atmaja Prawira, *Educational Psychology in a New Perspective*, (Jogjakarta: Ar-Ruzz Media, 2017), p. 320.

methods that teachers can use. If a teacher is creative and innovative, it will produce fun learning, so that students do not get bored in learning, are more motivated and produce good achievements. Teachers must produce learning that is PAIKEM (Active, Innovative, Creative, Effective and Fun Learning).

Based on the results of initial observations on November 7 2020 during research at the Rahmatillah Islamic Elementary School, initial data was obtained that students at the Rahmatillah Islamic Elementary School were not yet motivated towards Islamic Religious Education lessons. Apart from that, it is suspected that many Islamic religious education lessons involve memorizing verses from the Koran so that students do not pay attention and pay attention or students are less motivated in learning Islamic religious education.

Based on the description above, it became interesting for the author to conduct research with the theme "Motivation for Learning Islamic Religious Education Subjects at the Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City".

B.   Theoretical Framework
1.   Motivation to learn
a.   Understanding Learning Motivation

Motivation comes from the word "motive" which is defined as the effort that encourages someone to do something.[12] 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.[13] 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:

---

[12] Sardiman, *Teaching and Learning Interaction and Motivation*, (Jakarta: PT. Raja Grafindo Persada, 2000), p .73.

[13] Sarlito Wirawan Sarwono, *General Introduction to Psychology*, (Jakarta : Bulan Bintang, 1976), p .57.

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 woman he wants to marry, then his migration (will be worth as much as) he intended."[14]

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.[15]

Motive according to W.S Winkel is "a driving force to carry out certain activities to achieve a goal.[16] 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. 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. A teacher must also know what motivation is, know how to motivate his students so that it is easier to teach and can achieve the expected goals.

Motivation is formed by forces originating from within and outside the individual. For example, the need for food drives someone to grow crops to get results and process them into food.

---

[14] Muhammad Imarah, *Translation of Jawahirul Bukhari's Hadith,…*, h. 5

[15] Westy Soemanto, *Educational Psychology*, (Jakarta : Bina Aksara, 1987), p. 193.

[16] W.S Winkel, *Educational Psychology and Learning Evaluation*, Cet. IV, (Jakarta: Gramedia, 2000), p. 70.

Students learn because they are driven by their mental strength, this mental strength is driven by desire, attention, desire or ideals. This strength can be classified as low or high, some educational psychologists call the mental strength that encourages learning to occur as learning motivation. Motivation to learn is important for students and teachers. For students the importance of motivation is as follows:

1)   Awareness of the position at the beginning of learning, the process and the final results. For example, after a student reads a chapter of a reading book compared to his classmates who also read that chapter, he is less successful in capturing the content so he is encouraged to read again.

2)   Informs about the strength of learning efforts compared to peers.

3)   Directing his desire to learn, after he finds out that he has not studied seriously and is proven to be joking around a lot, he will change his learning behavior.

4)   Enhancing the spirit of learning, if he has used up his study fund and there is still a younger sibling who is funded by his parents, then he tries to pass quickly.

5)   Making people aware of the journey of learning and then working. As an illustration, every day students are expected to study at home, help their parents with work, and play with their peers. What they do is expected to be satisfactory.[17]

These five things show how important it is that motivation is realized by the perpetrator himself. If motivation is realized by the perpetrator, in this case the learning task will be completed well. In connection with learning, motivation is very important for students, because with motivation to learn, students become aware of their position at the beginning of their learning, and are more focused.

Motivation encourages and directs interest in learning to achieve a goal. Students will be serious about learning because they are motivated to seek achievements, gain positions in positions, and solve problems.[18]

Learning motivation is also important for a teacher to know, knowledge and understanding of student learning motivation is useful for teachers. The benefits are as follows:

---

[17] W.S Winkel, *Educational Psychology and Learning Evaluation*,Cet. IV,…,h. 80-81

[18] Martinis Yamin, *Competency Based Learning Strategy*, Cet. I, (Cipayung: Persada Pers, 2003), p. 80.

1)   Knowing and understanding students' learning motivation in class varies, such as some who are indifferent, some who don't focus their attention, some who play besides students who are enthusiastic about learning.

2)   Arouse, increase and maintain students' enthusiasm for learning until they are successful, raise if students are not enthusiastic, increase if their enthusiasm for learning fades, maintain if their enthusiasm is strong to achieve learning goals.

3)   Increasing and sensitizing teachers to choose one of the various roles such as advisor, facilitator, instructor, discussion partner, encourager, gift giver or educator.

4)   Providing teachers with opportunities to "show off" pedagogical engineering.[19]

b.   Types of Motivation

There are two types of motivation here, namely:

1)   Intrinsic motivation. Intrinsic motivation is motivation that arises within the individual himself without any influence from outside the individual. For example, a student studies a textbook because he is motivated to know the content or materials and knowledge contained in the book.

2)   Extrinsic motivation. Extrinsic motivation is motivation that comes from outside the individual himself, or encouragement for someone's behavior that exists outside of the actions they perform. For example, a student learns because he is encouraged by other people, because he is afraid of being punished by the teacher.[20]

So there are two types of motivation, namely intrinsic motivation and extrinsic motivation.

c.   Factors that Influence Learning Motivation

It has been said that learning is a process that causes a change or update in behavior or skills. Success or failure in learning depends on various factors,

---

[19] Dimyati and Mudjiono, *Learning and Learning,*…, h. 84-86.
[20] Muhammad Irham and Novan Ardy Wiyani, *Educational Psychology Theory and Application in the Learning Process*, (Yogyakarta: Ar-Ruzz Media, 2013), p. 75.

these factors can be divided into two groups, namely, internal factors and external factors.

1)	Internal factors

Internal factors are factors that exist within the student himself. The emergence of internal factors does not require stimulation because it already exists within oneself, namely in accordance with or in line with one's needs.[21]

Internal factors include physiological (physical) factors and psychological (spiritual) factors, the following is a discussion:

a)	Physiological factors.

(1)	Health factors, this factor greatly influences the student's learning process, if students are not healthy then the learning process will feel less enthusiastic, easily dizzy, and so on. So that when studying, students cannot focus and concentrate.

(2)	The state of the five senses, the five senses are a very vital part of the human body in the learning process. The state of one's senses, especially sight and hearing, can facilitate learning activities, because good hearing and sight can facilitate the process of absorbing the knowledge provided by the teacher.[22]

b)	Psychological factors.

(1)	Intelligence. Intelligence is an innate ability that allows a person to do things in a certain way. Intelligence has a big influence on learning progress. In the same situation, students who have a high level of intelligence will be more successful than those who have a low level of intelligence.[23]

More clearly, W.S. Winkel defines intelligence in two senses:

(a)	The broad meaning of the ability to achieve achievement, in which thinking plays a role. This achievement can be given in various fields of life such as social life, engineering, commerce, household management, and studying at school.

---

[21] Safwan Amin, *Introduction to Educational Psychology*, Cet II, (Cityland Pen Foundation, 2005), p. 69 .

[22] Slameto, *Learning and Factors That Influence It*, Cet. V, (Jakarta: Rineka Cipta, 2010), p. 54-55.

[23] M. Ngalim Purwanto, *Educational Psychology*, (Bandung: Teen Rosdakarya, 2003), p. 52.

(b)   The narrow meaning of the ability to achieve achievement at school in which thinking plays a key role in intelligence in this sense, because it is called intellectual ability or academic ability.[24]

2)   External factors

External factors are factors that are within the student himself, can come from family, school factors and so on.[25]

a)   Family factors

The family is the main and first education center for children before they get it from others.[26] Thus, parents are highly expected to play their role in guiding and directing children into the world of education. As stated by Siti Rahayu, "it is an absolute law that parents have the obligation to educate their children. This law cannot be denied, because the birth of a child is the result of the actions of its parents. Throughout human history, no child has ever asked to be born."[27]

b)   School factors

School is a learning environment for obtaining formal education which is a continuation of education in the family environment. So students' success in learning is also influenced by school aspects. What can influence the teaching and learning process are teaching methods, curriculum, teacher-student relationships, available facilities and so on.[28]

In learning interactions at school, the use of methods and approaches used by teachers plays an important role. Because in instilling the concepts of a science, appropriate teaching methods and approaches are very necessary, especially to motivate students to develop the concepts that have been presented. If a teacher delivers teaching material using methods that bore students, it will only make students lazy about studying with that teacher. Therefore, teachers must be clever in choosing learning methods so that students enjoy learning.

Method is also an important factor in the learning process. As the explanation above shows, by using appropriate and good methods, the learning process will achieve the expected goals.

---

[24] W.S. Shop, *Educational Psychology and Learning Evaluation,...*, h. 27.

[25] Eva Latipah, *Basic Psychology*, (Bandung: Teen Rosdakarya, 2017), p. 160.

[26] Abu Ahmadi et al. *Learning Psychology,...*, h. 85.

[27] Siti Rahayu, *Developmental Psychology*, (Yogyakarta: Gajah Mada University, 2000), p. 45.

[28] Saiful Bahri Djamalah, *Learning Psychology*, (Jakarta: Asdi Mahasatya, 2002), p. 145.

c)	Facilities and Infrastructure Factors

Apart from school factors, facilities and infrastructure factors can also influence the teaching and learning process, such as the materials and methods used by teachers in teaching as well as the circumstances or conditions themselves. Teachers (teachers) who master the material presented in appropriate appropriate methods will be able to communicate with their students and can create motivation and interest in students' learning.[29]

The educational facilities factor is everything that supports the teaching and learning process, for example laboratories, libraries and other classroom equipment. Without adequate facilities, the possibilities for the educational and teaching goals that have been set will be limited.

d)	Environmental factors.

Environmental factors are external factors that also influence student learning.[30] Winkel said "often certain situations are not the responsibility of teachers and students, but are closely related to community life or originate from the natural environment."[31] Those conditions are also experienced or felt by teachers and students, then with such conditions will be achieved psychological or psychic conditions in teachers and students, which hinder or support the teaching and learning process.

d.	Characteristics of Student Learning Motivation

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

1)	Characteristics of Students who Have High Learning Motivation

The characteristics of students who have motivation in learning are 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.

---

[29] Slameto, *Learning and Factors That Influence It,…*, h 69.

[30] Slameto, *Learning and Factors That Influence It,…*, h. 69.

[31] W.S. Shop, *Educational Psychology,…*, h. 45.

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.[32]

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.

2)   Characteristics of Students Who Have Low Learning Motivation

The following are the characteristics of students who have low motivation in learning, including:

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)   Doesn't pay attention to the teacher's instructions. Doesn't respond to the teacher's advice to try.

f)   Don't want to ask when you don't understand, keep quiet.

g)   It's easy to get discouraged.

h)   Trying to avoid tasks, for example asking permission to go to the UKS due to fever and so on.[33]

When the learning process is not there, all students have high motivation, but there are also students who have low motivation. Therefore, teachers must understand the situation and pay attention to their students.

2.   Business[34] A Teacher in Growing Student Learning Motivation

A teacher must be good at processing and managing students in learning Islamic Religious Education in order to foster student enthusiasm and motivate students in learning to achieve the expected learning goals.

---

[32] Sardiman, *Teaching and Learning Interaction and Motivation*, (Jakarta: Raja Grafindo Persada, 2005), p. 83.

[33] John W Santrock, *Educational Psychology Second Edition*, (Jakarta: Kencana, 2007), p.522.

[34] The effort referred to here is how teachers prepare themselves in teaching students starting from mastering the material, how to convey it, and attracting students' attention.

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.[35] 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:

a. Explain 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.

b. Providing encouragement to study diligently to students. This encouragement can be in the form of giving maximum attention to students.

c. Form good study habits. Good study habits can be formed by arranging an appropriate study schedule.

d. 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.

e. 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.

f. Use appropriate media and in accordance with the learning objectives to be achieved.[36]

A teacher must be good at processing and managing students in learning Islamic Religious Education, in order to foster student enthusiasm and motivate students in learning to achieve the expected learning goals.[37]

---

[35] Ruswandi, *Learning Psychology*, Paint. I, (Bandung: Cipta Persona Sejahtera, 2013), p. 14-15.

[36] Heri Gunawan, *Islamic Religious Education Curriculum and Learning*, (Bandung: Alfabeta, 2012), p. 145.

[37] Excellent Service Muliawan, *Islamic Education Science*, (Jakarta: Rajawali Pers, 2015), p. 14.

The efforts of a teacher in fostering student learning motivation are as follows:

a.   Giving Value.

Good grades for students are a very strong motivation. But there are also students who only want to study for class promotion. This shows that their motivation is less good when compared to students who want good scores. Teachers can give numbers or grades to students so that they are highly motivated in learning.

b.   Give Praise and Rewards.

Stimuli in the form of gifts and praise for students are usually more desirable characteristics than punishment and blame. Rewards are also said to be motivation, but they are not always applied that way because rewards are generally given for work. However, motivating students is enough to have a positive impact, because it can create competence in students during the learning process even though they were initially motivated by the prizes given.

c.   Presenting Lessons 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. Starting from presenting lesson material, in terms of dress, how to stand and speak clearly. And teachers must write on the blackboard in beautiful and neat writing, and explain it well to students until they understand. It is a bad habit if a teacher just sits behind a desk and asks his students to take notes or dictate on the blackboard. This will clearly reduce the authority of the teacher himself.[38]

d.   Using Props.

Using props as teaching aids can raise children's motivation to learn, because props besides being able to clarify understanding can also attract attention.[39]

e.   Arrange Interludes.

Teachers must be able to provide interludes that can arouse enthusiasm and a sense of excitement in teaching, which can avoid tension and boredom in the teaching process. Usually, teachers who have a lot of humor are more liked by students than those who watch and have no

---

[38] Oemar Hamalik, *Teaching Learning Process*, Cet. I, (Jakarta: Bumi Aksara, 2001), p. 166.

[39] Oemar Hamalik, *Teaching Learning Process*, Cet I,…, h. 166.

interludes. Teachers who always teach with high enthusiasm certainly try to spread enthusiasm to their students and students' learning motivation can be stimulated by the teacher's enthusiastic way of working. The teacher's efforts to always appear cheerful, in front of students, will be used as a good example and the student's learning process will be better developed.

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 students' motivation.[40]

Apart from the methods above, efforts that can be made by teachers to encourage student learning motivation are:

a.   Listening to students' complaints, when the teacher teaches in front of the class, various kinds of student behavior will appear, one of which is because they don't like related learning or even don't have the slightest enthusiasm to learn it. Therefore, the teacher should approach the students, with the gentleness of a teacher, then the students will definitely feel comfortable to pour out the problems they are facing.

b.   Providing solutions, when students express all the complaints they face during the teaching and learning process, a teacher must try to provide solutions to the problems being faced by students and always motivate them.[41]

During the learning process, teachers must be able to overcome all problems or complaints from students in learning, because the teacher is one of the drivers of students in solving problems that occur. When providing solutions to students, you must be gentle and patient so that students are motivated and enthusiastic.

3.   The Function of Motivation in Learning

Motivation has a very important function in student learning, because motivation will determine the intensity of learning efforts carried out by students. Motivation drives behavior, influences and changes a person's behavior.[42] Therefore, in the field of study of Islamic Religious

---

[40] Oemar Hamalik, Teaching and Learning Process, Cet. I, (Jakarta: Bumi Aksara, 2001), p. 166-167.

[41] Ruswandi, *Learning Psychology,…*, h. 145.

[42] Abu Ahmadi and Widodo Supriyono, *Learning Psychology,* This. II,…, h. 83.

Education, it is a subject that must be taught in every school. However, the function of motivation in learning Islamic Religious Education is very necessary to improve student learning achievement.

Someone who is highly motivated will try hard, appear persistent, will not give up, will actively read books to improve his performance in solving a problem. On the other hand, those with weak motivation appear indifferent, easily give up, their attention is not focused on the lesson, they like to be disruptive in class, they often leave class as a result, many experience learning difficulties.

There are three functions of learning motivation for Islamic Religious Education, namely as follows:

a.   Encourage people to do

Motivation in this case is the driving force for every activity to be carried out, or as a driving force that releases energy. Motivation here also functions as an engine, namely the size of the motivation will determine how fast or slow a job or action is.

b.   Determine the direction of action.

Namely towards the goal you want to achieve. In this way, motivation can provide direction and activities that must be carried out in accordance with the stated goals.

c.   Selecting actions.

Namely determining what actions must be done in harmony to achieve the goal, by eliminating actions that are not useful for that goal.[43] Motivation in learning has a very important role because with its function it can revive students' enthusiasm for learning. In this way, students get the direction of the goals they want to achieve and can carry out activities according to their goals.

A person undertakes an effort because of motivation. Having good motivation in learning will also show good results. In other words, with diligent effort and especially based on motivation, someone who studies will be able to produce good achievements. The intensity of a student's motivation will greatly determine the level of learning achievement.[44]

Therefore, motivation in learning has a very important role because its function is to revive students' passion for learning. Then students get a

---

[43] Sardiman, *Teaching and Learning Interaction and Motivation,...*, h. 83.
[44] Oemar Hamalik, *Teaching Learning Procedures,…*, h. 161.

direction for the goals they want to achieve and can carry out activities according to their goals.

C.   Research methods

This type of research includes field research (*field research*) qualitative which is interpretive (using interpretation) which involves methods in examining research problems. This research uses a qualitative descriptive approach, which is research that produces data regarding spoken or written words as well as behavior that can be observed from the people being studied as well as carrying out analysis and presenting facts systematically.

The research subjects focused on PAI teachers and all fourth grade students at Rahmatillah Islamic Elementary School, North Banjarmasin District. Meanwhile, the objects in this research are data relating to student motivation in Islamic Religious Education subjects and data regarding teachers' efforts to increase learning motivation in Islamic Religious Education subjects among students at the Rahmatillah Islamic Elementary School, North Banjarmasin District.

Data collection techniques use steps such as observation, interviews and documentaries. Then data processing and analysis techniques by means of data collection, data editing, data classification, data interpretation, data verification and drawing conclusions.

D.   Research Results and Discussion

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

Based on data that the author has obtained in the field, the motivation to learn PAI at the Rahmatillah Islamic Elementary School, North Banjarmasin District, 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 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 studying PAI, the proof is that no one asks questions when they don't understand the lesson. Students often go in and out of class when the teacher is inside, 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.

So the teacher can be likened to a travel guide, who based on knowledge and experience is responsible for the smoothness of the student's journey in the learning process. In the learning process of students, of course, there are several things that influence such as motivation, maturity, the relationship between students and teachers, verbal ability, a sense of security and the teacher's skills in communicating or interacting with students become important factors for teachers in the learning process. Where the learning process in humans can be formulated as a mental or psychic activity that takes place in active interaction with the environment, which produces changes in knowledge and attitude values. The changes are relatively constant and permanent. So that teachers play an important role in the learning process of students in being able to create changes in attitude and behavior.

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

The teacher's efforts to increase students' learning motivation in PAI subjects include the teacher holding interludes and making the learning model more interesting, such as dividing groups, giving speeches and assessing the students themselves. So that way, none of the students will be lazy or careless because they are all involved in the work. Also, in dealing with students who are less active so that they are motivated, teachers first find out the background of the cause, whether there is a problem, why they are not active in learning. Then, after knowing what the cause is, the teacher gives basic attention, then provides encouragement so that his enthusiasm

rises, and especially for him, the teacher only asks for easy things so that he doesn't get lazy, bored and is active in participating in learning.

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

a.   Provide value.

Teachers in the teaching and learning process do not give plus points to students, but what they give is praise that encourages students to be enthusiastic about learning.

b.   Give praise and gifts.

Teachers always give praise to students when they are enthusiastic about learning, because praise is very important in learning.

c.   Presenting lessons systematically and planned.

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.

Students are not motivated by the methods applied by teachers in PAI lessons because they always apply lecture and memorization methods, only occasionally using props and speech methods.

e.   Arrange distractions.

Holding interludes 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.   Give 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.

There are teachers who give advice to students who don't listen to the teacher's explanations or who come in and out of class. 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 they are not active in learning. Then, after knowing 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.

Teachers make learning models more interesting, such as dividing groups, giving speeches and assessing the students themselves. So that way, no students will be lazy or negligent because they all work together.

Apart from the methods above, efforts that can be made by teachers to encourage student learning motivation are:

a.   Listening to students' complaints, when the teacher teaches in front of the class, various kinds of student behavior will appear, one of which is because they don't like related learning or even don't have the slightest enthusiasm to learn it. Therefore, the teacher should approach the students, with the gentleness of a teacher, then the students will definitely feel comfortable to pour out the problems they are facing.

b.   Providing solutions, when students express all the complaints they face during the teaching and learning process, a teacher must try to provide solutions to the problems being faced by students and always motivate them.[45]

During the learning process, teachers must be able to overcome all problems or complaints from students in learning, because the teacher is one of the drivers of students in solving problems that occur. When providing solutions to students, you must be gentle and patient so that students are motivated and enthusiastic.

---

[45] Ruswandi, *Learning Psychology,…*, h. 145.

Conclusion

Motivation to study at Rahmatillah Islamic Elementary School, North Banjarmasin District, Banjarmasin City, in Islamic Religious Education (PAI) subjects is still relatively low. To overcome this, teachers at this school have tried to increase student motivation in various ways. Some of the efforts made include giving grades as a form of appreciation for students' learning outcomes, giving praise and prizes to motivate them, and presenting lessons in a systematic and planned manner so that they are easier to understand. Apart from that, the use of teaching aids in learning is also done to make it easier for students to understand the material, accompanied by providing distractions to make the learning atmosphere more enjoyable. Teachers also provide advice that can build students' character and listen to their complaints to provide appropriate solutions. It is hoped that these efforts can increase students' learning motivation in PAI lessons.

BIBLIOGRAPHY

Amin, Safwan, 2005. *Introduction to Educational Psychology*, Banda Aceh Pena Banda Aceh Foundation, Cet II.

Baharuddin, 2017. *Educational and Developmental Psychology*, Jogjakarta: Ar-Ruzz Media.

Djamalah, Saiful Bahri, 2002. *Learning Psychology*, Jakarta: Asdi Mahasatya.

Gunawan, Heri, 2012. *Islamic Religious Education Curriculum and Learning*, Bandung: Alphabeta.

Hamalik, Oemar, 2001. *Teaching Learning Process*, Jakarta: Bumi Aksara, Cet. I.

Imarah, Muhammad, 1993. *Translation of Jawahirul Bukhari's Hadith,* Semarang: Darul Ihya.

Irham, Muhammad, and Novan Ardy Wiyani*, 2013. Educational Psychology Theory and Application in the Learning Process*, Yogyakarta: Ar-Ruzz Media.

Irham, Muhammad, and Novan Ardy Wiyani*, 2013. Educational Psychology Theory and Application in the Learning Process*, Yogyakarta: Ar-Ruzz Media.

Latipah, Eva, 2017. *Basic Psychology*, Bandung: Rosdakarya Youth.

Muliawan, Superior Services, 2015. *Islamic Education Science*, Jakarta: Rajawali Press.

Prawira, Purwa Atmaja, 2017. *Educational Psychology in a New Perspective*, Jogjakarta: Ar-Ruzz Media.

Purwanto, M. Ngalim, 2003. *Educational Psychology*, Bandung: Rosdakarya Youth.

Rahayu, Siti, 2000. *Developmental Psychology*, Yogyakarta: Gajah Mada University.

Ruswandi, 2013. *Learning Psychology*, (Bandung: Cipta Persona Sejahtera, Cet. I.

Santrock, John W, 2007. *Educational Psychology Second Edition*, Jakarta: Kencana.

Sardiman, 2000. *Teaching and Learning Interaction and Motivation*, Jakarta: PT. Raja Grafindo Persada.

Sardiman, 2005. *Teaching and Learning Interaction and Motivation*, Jakarta: Raja Grafindo Persada.

Sarwono, Sarlito Wirawan, 1976. *General Introduction to Psychology,* Jakarta: Bulan Bintang.

Saleh, Abdul Rahman, 2004. *Psychology An Introduction from an Islamic Perspective*, Jakarta: Kencana.

Siregar, Evelin, and Hartini Nara, 2010. *Learning and Learning Theory,* Bogor: Ghalia Indonesia.

Slameto*,* 2010. *Learning and Factors That Influence It*, Jakarta: Rineka Cipta, Cet. V.

Soemanto, Westy, 1987. *Educational Psychology*, Jakarta: Bina Literacy.

Sukmadinata, Nana Syaodih, 2004. *Psychological Foundations of the Educational Process*, Bandung: Rosdakarya Youth.

Suryabrata, Sumadi, 2014. *Educational Psychology*, Jakarta: Rajawali Press.

Syam, et al., M. Noor, 1998. *Introduction to the Basics of Education*, Surabaya: National Business, Cet. III.

Law of the Republic of Indonesia Number 20 of 2003, 2003. *About the National Education System*, Jakarta: Aneka Ilmi.

Winkel, W.S, 2000. *Educational Psychology and Learning Evaluation*, Jakarta: Gramedia, Cet. IV.

Yamin, Martinis, 2003. *Competency Based Learning Strategy*, Cipayung: Persada Press, Cet. I.