LEARNING ISLAMIC RELIGIOUS EDUCATION THROUGH THE FLIPPED LEARNING MODEL TO ENHANCE STUDENT LEARNING MOTIVATION

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Abstract:
This research aims to determine the impact of Flipped Learning on Islamic Religious Education learning and student learning motivation at Kertonegoro State Elementary School (SDN). The Flipped Learning method allows students to access learning materials before class sessions and allocates class time for interactive discussions and understanding concepts. This research involved teachers and students at SDN Kertonegoro in implementing Flipped Learning during a certain period. The results of the research show that Flipped Learning has a positive impact on Islamic Religious Education at SDN Kertonegoro. More intense interaction between teachers and students during class sessions increases the understanding of religious concepts and enhances student engagement in learning. In addition, Flipped Learning also contributes to increasing student learning motivation. Students show greater interest, more active participation, and a higher level of persistence in understanding religious teachings. Even though several technical obstacles were encountered, such as limited internet access, the long-term benefits of implementing Flipped Learning are believed to positively contribute to the quality of Islamic Religious Education learning at SDN Kertonegoro. The implications of this research provide a basis for the development of more adaptive and motivational learning strategies in the context of religious education at the elementary level. Hopefully, this research can contribute to a better understanding of the effectiveness of Flipped Learning in improving student learning and motivation. That this learning approach stimulates student curiosity and develops their independence in learning. Despite facing some technical hindrances, such as limited internet access in some areas, the long-term benefits of Flipped Learning are believed to contribute positively to the quality of Islamic Religious Education at SDN Kertonegoro. The implications of this research can assist in developing more adaptive and motivational learning strategies in the context of religious education at the elementary level.
Keywords: Flipped Learning, Learning Motivation, Introduction

INTRODUCTION

Education is a process that not only builds knowledge but also shapes character, skills, and essential values in life. In a broader context, education is not just about transferring information from teachers to students but also about shaping individuals to become active, critical, and contributing members of society. Through education, every individual has the opportunity to explore their potential and realize their dreams. It also plays a role in shaping moral values, ethics, and social responsibility. Thus, education not only impacts individual lives but also forms the foundation of an inclusive, cultural, and sustainable society(Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022).

Islamic Religious Education often faces challenges in maintaining students' interest and motivation. Factors such as conventional teaching methods and lack of student engagement can affect the effectiveness of learning.

Flipped Learning represents a paradigm shift in the learning approach by leveraging technology. Involving students in pre-learning at home and using class time for more in-depth discussions can be an innovative solution to enhance Islamic Religious Education. Flipped Learning offers the opportunity to increase student engagement by providing early access to learning materials. This can stimulate students' interest before attending class and enhance their active participation.

According to Sadirman (2012:75), learning motivation refers to all the impulses within students that create a desire to participate in learning activities, ultimately achieving the learning goals successfully. An important factor in learning is that students have the drive and interest in learning for the learning process to be more effective. Student motivation indicates the extent to which a student is motivated to learn for better results. Teachers should also pay attention to a student's motivation for learning, as this is crucial and will affect their learning outcomes.

Flipped learning, also known as inverted learning, is a method in which the learning process is carried out independently by students, and the teacher only provides feedback. The term "flipped" in this context refers to the opposite of conventional learning methods. If, in conventional learning, students tend to answer questions given by teachers, in flipped learning, students are required to ask questions related to the feedback material provided (Suhermanto, 2022).

Previous research has shown that the use of Flipped Learning can have a positive impact on student learning motivation. Investigating this relationship specifically in the context of Islamic Religious Education can provide a better understanding of its effectiveness. The increasingly digitally connected society demands adjustments in learning approaches. The integration of technology, such as Flipped Learning, can be considered a response to the demands of the times and have a positive impact on religious learning. There is a research gap related to the influence of Flipped Learning in the context of Islamic Religious Education. Therefore, this study will make a significant contribution to academic literature.

By detailing this background, research on Islamic Religious Education with the Flipped Learning model to enhance student learning motivation can provide valuable insights to improve the effectiveness of learning and student motivation in this field. The main goal is to increase student engagement from the beginning of learning. By providing early access to learning materials through pre-learning, it is expected that students can build interest before attending class. Flipped Learning aims to help students develop independent learning skills. By allowing them to learn basic concepts at home, students can manage their own study time, understand their readiness level, and learn according to individual needs (Kulsum, U., Suhermanto, S., & Sugiono, 2021).

Through an early understanding of the material, it is expected that students will be more prepared and motivated to actively participate during class sessions. Discussions, questions, and interactions in class can be more profound because students already have a foundational knowledge. By providing early access to the material, students have the opportunity to process information slowly and deeply. Flipped Learning also aims to improve the understanding of concepts, not just memorizing information, thus strengthening the learning foundation. Islamic Religious Education is not just about knowledge but also the development of the spiritual dimension and intrapersonal values. Through Flipped Learning, it is hoped that students can be more reflective on the material, deepen their spiritual understanding, and relate it to everyday life.

RESEARCH METHOD

This study is a qualitative descriptive research of a case study type. This type of research includes individuals, a group, an organization, a program, and so on within a certain period. This descriptive research aims to explore and describe social reality, depicting a number of variables related to the problem and the unit under investigation. This study aims to identify the level of student learning motivation before and after applying the Flipped Learning model. It includes aspects of motivation such as interest, activity, and persistence in learning.

Information sources were obtained from several informants connected to the research location. The information sources include the school principal (MA), four teachers (NH, SB, AD, SN), three administrative staff (MZ, FI, DA), and the curriculum vice principal (AT). In the interview, the researcher used open-ended questions to the respondents. In this case, the researcher linked the leadership strategy process of the school principal in SDN Kertonegoro, which focuses on successfully combining Islamic traditions with innovative learning methods, allowing students to better understand contextual and relevant religious values for the present time.

RESULTS AND DISCUSSION

Based on interviews with the Principal of SDN Kertonegoro, it was revealed that the implementation of the Flipped Learning model had a positive impact on Islamic Religious Education. The principal stated that this method provides more space for students to independently access learning materials before hand, allowing class time to be more focused on interactive discussions and understanding religious concepts.

Furthermore, the principal noted a significant improvement in student learning motivation after implementing Flipped Learning. Students at SDN Kertonegoro showed increased interest in learning, actively participated in class activities, and demonstrated higher perseverance in understanding religious teachings. Despite facing some technical challenges during implementation, such as limited internet access, the principal expressed confidence that the overall benefits of Flipped Learning positively contributed to the quality of Islamic Religious Education and student motivation at SDN Kertonegoro.

In an interview with a teacher at SDN Kertonegoro, the focus was on the increased motivation of students as a result of implementing Flipped Learning. According to the teacher, students showed more active participation, asked more questions, and exhibited increased interest in religious learning materials. Students were also seen to be more motivated to prepare themselves before entering the classroom, ultimately strengthening their understanding of Islamic teachings.

In an interview with the Curriculum Vice Principal at SDN Kertonegoro, it was found that the implementation of Flipped Learning had a positive impact on the Islamic Religious Education curriculum and student learning motivation. The Curriculum Vice Principal stated that the adoption of this learning model provided additional advantages to the school curriculum, especially in facilitating a deeper understanding of religious teachings. The Curriculum Vice Principal also noted positive changes in student learning motivation after implementing Flipped Learning. Students appeared more enthusiastic, actively participated, and took the initiative to explore materials beforehand. This reflects the role of Flipped Learning in stimulating students' curiosity and bringing positive impacts on the quality of learning.

Despite encountering some challenges, such as staff adjustments and additional training required, the Curriculum Vice Principal expressed confidence that the long-term benefits of Flipped Learning would significantly contribute to the achievement of Islamic Religious Education curriculum goals and the improvement of student motivation at SDN Kertonegoro.

CONCLUSION

This study investigated Islamic Religious Education with the Flipped Learning model to enhance student learning motivation at SDN Kertonegoro. The research results indicate that Flipped Learning has a positive impact on religious education and student learning motivation. The implementation of Flipped Learning opens up more space for students to access learning materials before class sessions, allowing more effective time for discussion and understanding religious concepts. Deeper interactions between teachers and students occur during class sessions, creating a more dynamic and participative learning environment. The observed improvement in student learning motivation after implementing Flipped Learning reflects higher interest, more active participation, and greater perseverance in understanding religious teachings. This phenomenon suggests.

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