# THE ROLE OF TEACHERS IN INCREASING STUDENTS' PAI LEARNING MOTIVATION AT MADRASAH

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**Abstract:**

This research aims to investigate and analyze the role of teachers in enhancing the motivation to learn Islamic Religious Education (PAI) in Madrasah Ibtidaiyah Negeri 1 Probolinggo. Islamic Religious Education plays a central role in shaping the character and morals of students, and learning motivation is a key factor in achieving these objectives. The research method employs a qualitative approach through in-depth interviews with a number of PAI teachers in the madrasah. The interview results are analyzed to identify the best strategies and practices used by teachers in enhancing PAI learning motivation. The research findings indicate that teachers play a crucial role in creating a motivating learning environment for students. Strategies employed by teachers include the use of innovative teaching methods, integration of technology, and a deep understanding of the individual needs of students. Additionally, teachers establish close collaborations with parents to provide additional support. The results of this research can serve as a guide for teachers, school principals, and relevant stakeholders in developing policies and programs aimed at improving PAI learning motivation at the elementary madrasah level. By understanding the key role of teachers in PAI learning motivation, it is hoped that the madrasah can create a more optimal learning environment, providing a positive impact on the spiritual and academic development of students.

**Keywords:** *Teacher's Role, Learning Motivation, PAI*

## INTRODUCTION

Islamic Religious Education (PAI) has a central role in forming students' character and morals amidst rapid technological developments. One of the challenges faced in teaching PAI is maintaining student learning motivation to remain high and sustainable. In this digital era, learning technology offers various innovations that can be a solution to increase learning motivation. Therefore, this research aims to in-depth and evaluate the impact of the use of learning technology on PAI learning motivation at the secondary education level. (State & South, n.d.)

The importance of Islamic religious education as an integral part of the school curriculum places teachers as the spearhead in providing understanding, guiding and inspiring students to develop high learning motivation in PAI subjects. Teachers' success in motivating students not only influences academic achievement, but also forms strong character and morality. The phenomenon of decreasing student motivation to learn PAI is a challenge that needs serious attention. Various factors can influence students' learning motivation, ranging from less interesting teaching methods, lack of student involvement in the learning process, to teachers' lack of understanding of students' needs and interests. In this context, this research will examine in depth the role of teachers in increasing students' PAI learning motivation. The analysis will focus on teaching strategies that can be applied by teachers, interpersonal interactions between teachers and students, as well as other factors that can make a positive contribution to students'

PAI learning motivation.

Education is individual awareness in developing human resource potential through educational activities. One of the factors that determines the success or failure of the teaching and learning process is learning motivation. In learning activities, motivation is the driving force within us that creates learning activities that ensure the continuity of learning activities (Widhayanti et al., 2021). Nowadays many students have lost interest in studying. This can be seen from the attitude of students who do not care about the learning process, do not pay attention to the teacher when explaining the material, and do not carry out the tasks given by the teacher.

Transformations in learning and teaching patterns will certainly have a significant impact on various parties. This is also closely related to the role of teachers who must be prepared to face various learning conditions and student needs. Teachers are expected to be able to organize effective learning and provide motivation so that students remain enthusiastic in the learning process. Therefore, the role of the teacher is very important and cannot be replaced, even though technology plays a role in teaching and learning activities in the current educational era. According to (Suhaemi et al., 2020) Learning has a central role for students, stating that learning is a series of mental and physical activities to achieve behavioral changes as a result of individual experiences in interacting with their environment, including cognitive, effective and psychomotor aspects. Learning is a continuous effort made by students to gain new knowledge from the learning process. Therefore, learning is an action that requires intrinsic motivation to carry out.

The success of Islamic religious education cannot only be measured in terms of academic achievement alone, but also from the development of students' character and spirituality. This is where the role of the teacher becomes very crucial. In the context of learning motivation, teachers have the responsibility to create a learning environment that triggers students' interest and enthusiasm for PAI material. High motivation not only creates active and achieving students, but also individuals who better understand and appreciate religious values. Several challenges arise when students' motivation to learn PAI decreases. Factors such as unattractive teaching methods, minimal student interaction in the learning process, and teachers' lack of understanding of student needs and interests are some of the causes that need to be looked into. Therefore, this research will focus analysis on teaching strategies that can be implemented by teachers, the quality of interpersonal interactions between teachers and students, as well as other factors that can make a positive contribution to students' PAI learning motivation.

By deepening understanding of the role of teachers in increasing students' PAI learning motivation, it is hoped that this research can make a significant contribution to the development of more innovative and interesting learning strategies. It is hoped that the results of this research can become a basis for teachers, schools and related parties to design more effective and in-depth learning programs, so as to optimize student learning motivation in facing the challenges and complexity of learning Islamic Religious Education. It is hoped that the practical implications of this research can stimulate positive changes in PAI learning approaches in schools, create a supportive environment, and stimulate students' desire to learn and appreciate the teachings of the Islamic religion.

Motivation is the encouragement given by teachers to students to develop a high sense of self-confidence in achieving desired goals. Motivation is the ability that students have to achieve their goals (Pratama et al., 2019). Motivation is very important in teaching and learning activities because without learning motivation it is impossible to carry out learning activities. Always strengthen students' learning motivation, because learning disabilities are not only caused by students, but teachers are unable to motivate students to learn, which can result in decreased interest in learning and poor learning outcomes. Student motivation is an important factor for the quality of education and the learning process. The function of motivation is encouragement and successful performance (Harahap et al., 2021). The existence of good motivation in learning shows good results with diligent effort, and based on student motivation it actually determines

the level of success in learning (Suprihatin, 2015).

## RESEARCH METHODS

In this research, researchers used qualitative research. According to (Zakariah et al., 2020) qualitative research is collecting data in a natural setting with the aim of interpreting phenomena that occur where the researcher is the key instrument. Qualitative research places more emphasis on overall description. According to (Tegor, 2020) qualitative research focuses on the power of process and meaning so that the research results match the facts in the field. This research was carried out by obtaining data sources as completely as possible in real terms, then researchers obtained information regarding the role of teachers in increasing learning motivation in students. The focus of this research is related to the role of teachers in increasing learning motivation, obstacles and teacher solutions in increasing learning motivation. This research uses a phenomenological design where a phenomenological research design reveals things through phenomena that occur directly.

The research location is located at Madrasah Ibtidaiyah Negeri 1 Probolinggo which is located on Jl. Raya Panglima Sudirman No. 001 Karanganyar Village District. Piton District. Probolinggo. The principal, class teacher and several students were informants in this research. Implementation time is from December 2023 to January 2024. Data collection techniques are through interviews, observation and documentation. Meanwhile, data validity uses source triangulation and method triangulation. The data analysis technique refers to the theory from Miles and Huberman in (Chabibah et al., 2019) that analyzing qualitative data is done in 3 ways, namely by reducing data, presenting data and drawing conclusions.

## RESULTS AND DISCUSSION

Through the results of interviews, observations and documentation conducted at Madrasah Ibtidaiyah Negeri 1 Probolinggo, it shows that the learning motivation of students at Madrasah Ibtidaiyah Negeri 1 Probolinggo needs attention from the principal, teachers and other stakeholders so that students do not feel burdened by teaching and learning activities. done. According to (Khoir, 2021), students' learning motivation can grow through various kinds of fun activities, such as the activities that elementary school age students like, namely learning while playing. So there is a need for teachers to play a role in increasing students' learning motivation which is felt to be lacking due to various factors. These factors can be influenced from an internal or external perspective. The internal factors are students' lack of interest in learning, students' low character and perhaps students are experiencing problems in their families which causes them to be unable to think clearly. Meanwhile, external factors are the influence of friends who are not good in their relationships, family economic limitations and so on.

Teachers, according to Law no. 14 of 2005, is recognized as a professional educator who has the main responsibility in educating, teaching, guiding, directing, training, assessing and evaluating students in formal education, including early childhood education, basic education and secondary education. (Ramadhani & Muhroji, 2022)

In the educational context, the term teacher is not something foreign. According to traditional views, teachers are considered figures who should be respected and used as role models. This respect is reflected in the belief in every word he says, while example refers to his ability to be an example in his actions and behavior that the community can follow.

With the development of new views regarding the teaching and learning process, consequences arise for teachers to increase their role and competence. This is because the teaching and learning process and the achievement of student learning outcomes significantly depend on the role and competence of the teacher. A teacher who has good competence will be better able to manage his class effectively, thereby achieving student learning outcomes at an optimal level.

Teachers have an important role in increasing students' enthusiasm for learning by designing learning plans that are interesting and appropriate to their daily lives. Adapting learning materials to students' needs and interests can create enthusiasm and high enthusiasm for learning. The application of interactive learning methods, such as group discussions, educational games, and simulations, can create a fun learning experience, increase student participation, and stimulate their interest in PAI subjects. Apart from that, recognition of student achievements, whether in the form of praise, certificates, or small prizes, can be an additional motivator to improve PAI learning achievement. This approach not only creates a positive learning environment but also has a positive impact on student motivation. Teachers who build good relationships with students can be more effective in providing support, understanding students' needs, interests and potential. (Nashihin, 2023)

The use of technology in PAI learning, such as multimedia presentations, learning videos, and online platforms, can make learning more interesting and relevant for students. Providing challenges according to students' abilities, such as creative projects, complex assignments, or small competitions, can also stimulate their enthusiasm for learning.

Parental involvement in the learning process creates additional support for students. Good communication between teachers and parents can create a positive learning environment at home and at school. Teachers who provide interesting reading materials and learning resources according to students' development can arouse their curiosity about PAI material. Explaining the relevance of PAI material to everyday life and the values that can be applied can also increase students' understanding of the importance of PAI learning.

PAI teachers at Madrasah Ibtidaiyah Negeri 1 Probolinggo have a central role in forming students' learning motivation. Through an interactive and proactive pedagogical approach, they succeed in creating a learning environment that supports students' spiritual and academic development.

Teacher involvement in extracurricular and religious activities has a positive impact on student motivation. Teacher participation in congregational prayers and other religious activities becomes a model for students to practice religious values in everyday life. The role of teachers in Islamic Religious Education (PAI) learning has a significant impact in shaping students' character and faith.

PAI teachers are not only teaching facilitators, but also role models and role models in practicing religious values. Through an interactive and proactive pedagogical approach, PAI teachers are able to create a learning environment that supports students' spiritual and academic development. The application of creative learning methods, such as simulations, role plays and group discussions, not only enriches the process learning, but also increase students' interest and motivation towards PAI subjects. PAI teachers have the responsibility to explain religious concepts clearly and relevant to the context of students' lives so that learning is not only theoretical, but can also be applied in everyday life. By playing a dynamic and inspiring role, PAI teachers are the main key in forming the foundations of students' faith, morality and religious attitudes.

PAI teachers apply various creative learning methods such as simulations, role plays and group discussions. This not only provides variety in learning, but also increases students' interest and motivation towards PAI subjects. It was found that the use of learning media, such as learning videos and multimedia presentations, succeeded in increasing student engagement. Teachers emphasize the connection of Islamic teachings with students' daily realities, making learning more relevant and interesting. (Fahrudin & Ulfah, 2023)

The application of creative learning methods is an important aspect in dynamizing the teaching and learning process, especially in the context of Islamic Religious Education (PAI) education.

Teachers who apply creative learning methods such as simulations, role plays, and group discussions have the goal of not only transferring knowledge, but also creating

interesting and relevant learning experiences. Through this method, students can be actively involved in learning, build deeper understanding, and develop critical skills. The application of technology, multimedia and various innovative learning resources is also part of the creative methods that provide variety in the delivery of PAI material. With a motivating and inspiring approach, teachers not only stimulate students' imaginations, but also open up space for their creative expression. Thus, the application of creative learning methods in the PAI context is not only about transferring information, but also providing meaningful and in-depth learning experiences for students.

PAI teachers actively provide personal support to students. This approach involves recognizing student potential, listening to personal problems, and providing positive guidance. This support contributes significantly to increasing student learning motivation. Individual and group counseling programs are carried out by PAI teachers to discuss spiritual and academic issues faced by students. This activity helps students overcome learning challenges and provides direction to achieve their academic goals. (Hamdan et al., 2021)

Providing personal support and counseling by teachers is a crucial component in creating a caring and supportive learning environment, especially in the context of Islamic Religious Education (PAI). The teacher not only acts as an educator but also as a mentor who cares about the holistic development of students. Through personal support, teachers are able to build close relationships and understand students' individual needs and challenges. The counseling process, whether in group or individual form, provides space for students to talk about their personal, spiritual and academic problems. PAI teachers, with their sensitivity to emotional changes and students' needs, can provide positive guidance and constructive solutions. Thus, providing personal support and counseling not only improves students' overall well-being, but also helps them overcome obstacles that may affect their learning motivation and spiritual development in the context of religious education.

Research findings show that students who have high learning motivation in PAI subjects tend to achieve better academic achievements. High learning motivation is also related to students' active participation in religious activities and the development of moral values. (Supriadi & Muis, 2022)

The positive correlation between PAI learning motivation and academic achievement provides an indication that increasing learning motivation can be an effective strategy for increasing student achievement in PAI subjects.

The impact of learning motivation on academic achievement is a close relationship and mutual influence in the educational context. Students' learning motivation acts as a strong driver to achieve their academic goals. Students who have high learning motivation tend to show more active participation in the learning process, are more persistent in facing challenges, and are more focused on achieving their learning goals. In the context of Islamic Religious Education (PAI), high learning motivation is often reflected in students' active participation in religious activities and their involvement in exploring Islamic teachings. In addition, students who are strongly motivated tend to have a deeper interest in understanding religious concepts and try to apply them in everyday life. In line with this, research findings show that there is a significant positive correlation between PAI learning motivation and student academic achievement. Therefore, increasing learning motivation in PAI classes not only has an impact on higher academic achievement, but also forms strong spiritual character and attitudes in students.

By implementing the various strategies above, teachers at Madrasah Ibtidaiyah Negeri 1 Probolinggo can play an active role in increasing students' learning motivation in PAI subjects. Collaboration between teachers, students and parents is the key to success in creating a positive and memorable learning environment.

## CONCLUSION

The role of teachers in increasing students' Islamic Religious Education (PAI) learning motivation at Madrasah Ibtidaiyah Negeri 1 Probolinggo has a very important impact on character formation, understanding Islamic values, and students' spiritual development. The teacher has a central role as the main driver in the PAI learning process, being able to arouse students' interest and enthusiasm for this subject. Apart from that, teachers play an active role in shaping students' character according to the principles of Islamic teachings, inviting them to be involved in activities that develop noble morals and Islamic behavior. The application of interactive and interesting teaching strategies by teachers can provide encouragement for students to participate actively, thereby increasing their understanding of PAI material. Teachers also have a key role in providing an in-depth understanding of Islamic values, providing context and application of these values in students' daily lives. Apart from that, teachers also have the responsibility to provide emotional support and positive reinforcement to students, helping them overcome obstacles in the PAI learning process and building self-confidence.

Not only that, teachers also have a role in facilitating parental involvement to support student learning motivation in the home environment, creating a positive partnership between school and family. Meanwhile, it is important for teachers to continue to monitor student progress, provide feedback, and identify individual needs in order to optimize the learning process. By understanding and optimizing the role of teachers in this context, Madrasah Ibtidaiyah Negeri 1 Probolinggo can create a learning environment that supports, motivates and inspires students to develop a deep understanding and affection for Islamic Religious Education. It is hoped that this can form a generation that can integrate Islamic values with full awareness and sincerity in their daily lives.

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