



TEACHERS' EFFORTS IN INCREASING STUDENTS' MOTIVATION FOR LEARNING THE ISLAMIC RELIGION AT MADRASAH ALIYAH NURUL JADID

Miftahussurur

Universitas Nurul Jadid, Indonesia

Email: Miftahuss27@gmail.com

Abstract:

Noting the benefits of motivation and the lack of Islamic teachers in motivating students, the efforts of Islamic teachers need to be improved. This study aims to determine the efforts of Islamic teachers in increasing student motivation, to know and describe the form of motivation of Islamic teachers in motivating students and to know the role of Counseling Guidance teachers in motivating students. This research is a descriptive qualitative research. Data collection used in the research is observation, interview and documentation. The results showed the teacher's efforts in increasing student motivation, namely by stimulating students, secondly providing realistic expectations, thirdly giving awards, and fourthly directing students' behavior. The form of motivation that is often given by Islamic religion teachers varies greatly, but the form of motivation that is often used by teachers in increasing student motivation is in the form of grades, where grades can improve poor test scores. The role of counseling guidance teachers in increasing student motivation is as mentors and counselors. In essence, motivation to learn Islamic religion is a trait from within students that can increase and decrease students' interest and effort to behave in learning.

Keywords: *Teacher efforts, learning motivation, role of guidance and counseling teachers*

INTRODUCTION

Every Indonesian citizen has the right to education. Education in general is a life process in developing each individual so that he becomes an educated human being. The importance of education in Indonesia is indeed needed in achieving a new Indonesia. The quality of education depends on the level of success of a teacher in educating his students. Teachers are an important key in shaping the next generation, providing the foundation for students' success and contributing to their students' development (Arianti, 2018.).

Teachers play an important role in education, especially in efforts to shape national character through developing personality and national values. Apart from that, teachers are also responsible for bringing students to achieve learning goals. Therefore, motivation is an effort from external parties, namely teachers, to consciously encourage, activate and move their students to be actively involved in the learning process (Suharni, 2021).

The existence of motivation from time to time cannot be underestimated. Because the form of motivation within a person can change depending on him whether the situation is good or not. If someone has high motivation towards a particular object, then he will be encouraged to behave in a way that masters that object. conversely, if his motivation is low, then he will try to avoid the object in question. The implication in teaching and learning activities is that it is possible for students to be more able to

organize their intentions from being unenthusiastic to being enthusiastic from being enthusiastic to being more enthusiastic about grasping the life they want to achieve. Thus, motivation can be said to be true when motivation has been transformed into a motive. For example, a teacher who has the motive of wanting to be successful in creating educational products to become important people in the social life of society, then a teacher must have motivation from within himself to create professional educational output, by changing the learning system and learning for his students or providing motivation for students to develop themselves according to the wishes of their teacher. One object that has an important role in life is studying Islamic Religious Education.

Islamic Religious Education is the guidance given by educators to the physical and spiritual health of students in order to form good Muslim individuals. Islamic Religious Education has the aim of increasing students' faith, understanding and experience of the Islamic religion, so that they become Muslims who are faithful, devout and have good morals in life. The main teachings of the Islamic religion are divided into three, namely Aqidah, Sharia and Morals. It is hoped that the principles of Islamic teachings will become a stronghold for students in life so that they do not experience difficulties in facing life's problems.

In essence, motivation to learn Islamic religion is a characteristic within students that can increase or decrease students' strength and effort to behave in learning. A person must have internal conditions, where these internal conditions play a role in daily activities. One of these internal conditions is motivation. Motivation is the entire process of movement, including the situation that motivates it, the impulse that arises within the individual, the behavior it causes, and the goal or end of the movement or action. In addition, religious teachers must have skills in motivating students, because motivation can increase concentration and enthusiasm in learning.

Increasing motivation in students is very important because it can change behavior and has a very vital role in giving students enthusiasm for learning, so that students have strong motivation in following the learning process. The De Decce and Grow theory explains that there are several teacher functions in increasing learning motivation, including stimulating students, providing realistic expectations, providing incentives and directing students' behavior (Parnawi, 2020).

In a study conducted by the author at Madrasah Aliyah Nurul Jadid Paiton Probolinggo, there were still many students who were less motivated. This statement is proven by a lack of interest in children students in Islamic Religious Studies, where these lessons are considered boring and the time used is very limited, namely 3 x 30 minutes a week. This becomes an obstacle and problem in teaching and learning Islamic religious education, so that 75% of students obtain learning results that do not match expectations or are still below the Minimum Completeness Criteria (KKM).

The problem above is the first challenge for an Islamic teacher, namely increasing students' interest and motivation in Islamic religious subjects and helping students with difficulties in learning activities. Religious teachers are not only responsible for delivering material, but the duties of religious teachers as educators are also responsible for guiding, directing students and finding out about students' conditions with sensitivity to predicting their students' needs. In increasing students' motivation, teachers have different forms, including giving numbers, competition prizes, praise and so on (Rahman, 2021.)

Apart from religious teachers, Guidance and Counseling (BK) teachers have an important role in increasing students' learning motivation. Guidance and Guidance Teachers have a role as counselors and guides in preparing students to face developments over time. The guidance given to students is very important because guidance is the process of assistance given to students so that students can develop their potential, recognize themselves and overcome problems so that they are able to determine their life path (Guidance, 2018).

The problem in this research is the lack of teachers in motivating students in Islamic Religion subjects, the students' lack of interest in taking Islamic Religion

subjects and Islamic Religion lessons are considered to be boring lessons. Other research found that problems in increasing motivation lie in school time and family factors (Fadilah, 2023). Apart from that, previous research conducted by Octa (2019) both wanted to increase Islamic religious motivation for students.

In terms of increasing students' learning motivation and looking at the condition of Aliyah Nurul Jadid madrasah students, efforts need to be made to increase students' motivation. So this research aims to examine teachers' efforts to increase motivation to learn about Islam, to find out the forms of learning motivation that teachers should emphasize towards students and to find out the role of guidance and counseling teachers in motivating students at Madrasah Aliyah Nurul Jadid Paiton Probolinggo.

RESEARCH METHODS

The research used is qualitative research with a descriptive type. This research is located at Madrasah Aliyah Nurul Jadid Paiton Probolinggo. The research took place from July to August 2023 with the subject of teachers' efforts to increase student motivation, so that researchers obtained information from Islamic teachers and guidance and counseling teachers. The data in this research uses primary and secondary data. Primary data comes from Islamic religion teachers and guidance and counseling teachers. Meanwhile data secondary comes from documentation notes as well as literature, books and articles. Data in research in research is collected through observation, interviews and documentation. Data is analyzed through data collection, reduction, display and conclusion. To measure the validity of the data and the validity of the data in the research, a credibility test was carried out (Moleong, 2018). The credibility test carried out was by extending the researcher's participation time in the field, so that the data collected was truly collected. In this research, researchers have conducted in-depth interviews with informants. Apart from that, the researcher carried out triangulation techniques to provide confidence that the information obtained from the informants was the same information.

RESULTS AND DISCUSSION

Based on the results of data processing carried out by researchers, information was obtained that teacher efforts are an important part in achieving effective educational results, helping students achieve their potential in learning and overall development. To achieve learning objectives, teacher efforts are needed to increase students' motivation to learn Islamic Religious Education at Madrasah Aliyah Nurul Jadid Paiton Probolinggo. The efforts made by teachers are based on De Decce and Grawford's theory in Afi Parnawi's book, namely that teachers must be able to stimulate students, provide realistic expectations, provide incentives, and direct students' behavior in a direction that supports the achievement of teaching goals. The results of research regarding the efforts made by teachers of Islamic religious subjects, including teachers of Aqidah subjects, teachers of Moral subjects and teachers of Islamic jurisprudence subjects, to increase students' learning motivation, obtained the following results: a. Stimulating Students, The efforts of faith subject teachers to increase student learning motivation by stimulating students are based on things that will happen in the future with the aim of preparing students to face the realities of life. Moral subject teachers in stimulating students refer to ethics or morals in Islam which involve good personality and correct behavior. This shows that morals subject teachers prioritize practice related to life rather than theory. Meanwhile, fiqh subject teachers stimulate students by improving the quality of their worship so that teachers can develop positive habits. Apart from that, the fiqh teacher's efforts to stimulate students are by giving gifts to students to minimize boredom. b. Provide Realistic Expectations, Teachers' efforts to increase students' learning motivation in faith lessons by providing realistic expectations. Teachers in faith subjects in providing realistic expectations do not motivate students. This can be seen from the fiqh subject teacher saying that when there are students who are less motivated, he will give the teacher guidance and

counseling because time is limited. This is different from teachers of religious subjects who provide realistic expectations, namely by forming several study groups so that not a single student is insecure or big-headed. This can also form a conducive and active environment for students. Meanwhile, fiqh subject teachers give realistic expectations to students who have ups and downs in motivation so that they can return to their enthusiasm for learning. c. Giving Awards, Teachers' efforts to increase students' learning motivation in aqidah lessons by providing incentives are lacking, but aqidah teachers still provide additional value. Meanwhile, moral teachers in directing students' behavior are different from religious teachers in the form of gifts for good deeds that students can use at any time. This can increase students' motivation in learning because the prizes given are rarely received by other students. The fiqh teacher's efforts can be said to be maximal in providing incentives to students. This is proven by giving appreciation in the form of supervision, attention, and providing motivation by telling stories about contemporary ulama scholars. Providing this incentive can make students enthusiastic when learning takes place. d. Directing Student Behavior, Efforts of aqidah subject teachers in directing children's behavior You could say it's lacking, because he can only help students with grades but doesn't provide any motivation to them at all. This is different from the efforts of morals subject teachers to provide incentives, namely by giving an agreement at the end of teaching and learning activities so that students can prepare well. The agreement is in the form of completeness of the book and being able to read the book well. Meanwhile, the efforts of fiqh subject teachers in directing students' behavior are by giving warnings and giving silent gestures if the class is noisy. This is done so that class conditions remain conducive. The results of research on Islamic teachers' efforts to increase student motivation are summarized in Table 1.

Table 1. Efforts of Islamic religious teachers to increase student motivation

Efforts of Islamic Religious Teachers	of Religion teacher		
	Aqidah	Morals	fiqh
Stimulus for students	The creed teacher's efforts in providing stimulus to students are based on things that will happen in the future, such as: emphasizing building the foundation of their creed before students go to a higher level.	The moral teacher's efforts in providing stimulus to students are based on ethics or morals in Islam which involve good personality and correct behavior.	The moral teacher's efforts to provide stimulus to students include teachers motivating students by improving the quality of their worship so that teachers can develop positive habits.

Realistic expectations	Teachers' efforts to provide realistic expectations are by reporting problematic students to those who have more rights, such as: reporting students to Guidance and Counseling so that they can quickly be given the best direction.	The teacher's efforts to provide realistic expectations are by forming several study groups so that not a single student is insecure or big-headed. This can also form a conducive and active environment for students.	The teacher's efforts to provide realistic expectations are by providing realistic expectations to students who have ups and downs in motivation so that they become enthusiastic about learning again.
-------------------------------	---	---	---

Give awards	The teacher's efforts in giving awards are by giving additional marks.	The teacher's efforts in providing awards in the form of practice prizes that students can use at any time.	The teacher's efforts in giving awards include giving appreciation in the form of supervision, attention, and providing motivation by telling stories
Directing student behavior	The creed teacher's efforts to direct students' behavior are through cognitive assessments such as: controlling students' grades with the results of daily tests.	The moral subject teacher's efforts in directing students' behavior are by providing an agreement at the end of teaching and learning activities so that students can prepare well. The agreement is in the form of completeness of the book and being able to read the book well	The efforts of fiqh subject teachers in directing students' behavior are by giving warnings and giving silent gestures if the class is noisy. This is done so that class conditions remain conducive.

Forms of motivation are a variety of methods or forms that can be used to motivate oneself or others to achieve goals. The form of motivation can be different for each individual depending on personality, values, and the surrounding environment. The results of research regarding the forms of motivation carried out by Islamic

teachers, including Aqidah subject teachers, Moral subject teachers and Fiqh subject teachers in order to increase students' learning motivation, obtained the following results:

Islamic Religion Teacher	Forms of Motivation
Faith Teacher	Faith subject teachers use a form of motivation in the form of grades.
Moral Teacher	Teachers of moral subjects, namely in the form of rewards and punishments. This can motivate students because the rewards given by teachers to students are in the form of additional grades. Meanwhile, punishment is carried out to motivate students to be enthusiastic about doing the tasks given by the teacher.
Fiqh Teacher	Fiqh subject teachers in motivating their students are quite varied, namely in the form of gifts, praise and competence. This can create conducive classroom conditions and can increase students' interest in learning.

The role of guidance and counseling teachers is very important in providing motivation to students, especially in providing support and guidance to students, namely by approaching, directing and identifying factors that influence student learning motivation. In this case, the guidance and counseling teacher has played a role in fostering motivation from within him. The role of the teacher as a counselor can be seen in Apart from that, the role of the guidance and counseling teacher in carrying out his role as a guide in increasing student motivation is by carrying out prevention as obtained from the interview results: *"My role in guiding students is that I pay attention to students who I always ask permission to buy a pen or something because I don't like the lesson that day, when I ask the students it turns out it's because the students don't like the lesson, then I give direction by motivating the child. If the student still asks for permission, I will give him a few minutes, but if the student violates then he will be punished."* It can be concluded that the role of the guidance and counseling teacher as a supervisor is to provide directions in the form of motivation and give punishment to students who violate it so that students have a deterrent effect.

This research has presented data regarding teachers' efforts to increase Islamic learning motivation which is based on De Decce and Grawford's theory in Afi Parnawi's book which states that there are four functions of teachers as teachers which are related to how to increase students' learning motivation, namely teachers must be able to stimulate students. , provide realistic expectations, provide incentives, and direct students' behavior in a direction that supports the achievement of teaching goals (Parnawi, 2020). Based on the results of interviews conducted by researchers regarding the forms of learning motivation that teachers must apply to students at Madrasah Aliyah Nurul Jadid Paiton Probolinggo in increasing students' learning motivation in the subjects of Akidah, Akhlaq and Fiqh. Aqidah subject teachers use a form of motivation in the form of grades. Teachers of morals subjects receive rewards in the form of grades and punishments, while teachers of fiqh subjects are quite varied, namely in the form of gifts, praise and competence. In this case, Islamic religious

teachers place more emphasis on the form of numbers or values because additional values can help with the final exam score (Rahman, 2021.) The role of the Guidance Counseling teacher in the learning motivation of Madrasah Aliyah Nurul Jadid Paiton Probolinggo students is as a guide and counselor (Amani, 2018). Counseling Guidance teachers are educational agents who function as counselors in schools to help students solve problems. The results of the research show that Guidance and Counseling teachers carry out their role in increasing student motivation, namely by approaching, directing and identifying factors that influence student learning motivation. Apart from that, the role of the Guidance Counseling teacher is as a guide. In his role as a mentor, he must pay attention to students who always ask for permission when learning takes place. In dealing with students who always give permission, the Guidance Counseling teacher gives permission for a few minutes, however, if a student violates it, the student will be given a punishment so that it has a deterrent effect and will not do it again.

CONCLUSION

Teachers' efforts to increase student motivation can be done in several ways, including providing stimulus to students, realistic expectations, giving praise and directing student behavior. Increasing teacher motivation takes various forms. Apart from religious teachers, Guidance and Counseling teachers also play a role in increasing motivation, namely acting as guides and counselors. The conclusion summarizes the findings and discussion, presented briefly, narratively and conceptually. Avoid using bullets and numbering. The author's conclusions and suggestions are given in this section and provide implications of this research, which can then be continued by suggesting further research that is relevant for other researchers.

REFERENCES

- Amani. (2018). Peran Guru Bimbingan dan konseling dalam memotivasi belajar siswa SMPN 15 Yogyakarta. *Hisbah: Jurnal Bimbingan Konseling dan Dakwah Islam*. (Vol. 15, No. 1).
- Arianti. (2018). PERANAN GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA. *Didaktika: Jurnal kependidikan* Vol 12, No. 2
- Baharun, Hasan., & Mundiri, Akmal. (2018). Metodologi Studi Islam; Percikan Pemikiran tokoh dalam Membumikan Agama. Yogyakarta: Arruzz Media.
- Jannah, IK, & Rozi, F. (2021). Revitalisasi Pemberdayaan Budaya Karakter Nuansa Religiustik Dalam Membentuk Prilaku Pekerti Santri. *Muróbbi: Jurnal Ilmu Pendidikan*, 5 (1), 17-34.
- Moleong, L. (2018). Metodologi Penelitian kualitatif. PT Remaja Rosdakarya
- Parnawi, Afi. (2020). *Psikologi Belajar*. Yogyakarta: CV Budi Utama.
- Mustajab, M., Rozi, F., Baharun, H., & Maulidiya, H. (2021). Program 'Sekolah Sak Ngagine'; Kebiasaan mencintai Al-Qur'an sejak dini berdasarkan Tilawati. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6 (3), 1667-1776.
- Suharni. (2021). UPAYA GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA. *Jurnal Bimbingan Dan Konseling*, 6(1).
- Rahman, S. (n.d.). PASCASARJANA UNIVERSITAS NEGERI GORONTALO PROSIDING SEMINAR NASIONAL PENDIDIKAN DASAR “Merdeka Belajar dalam Menyambut Era Masyarakat 5.0” PENTINGNYA MOTIVASI BELAJAR DALAM MENINGKATKAN HASIL BELAJAR.
- Rozi, F., & Firdausiah, F. (2021). Implementasi Role-Playing Games dalam Mengatasi Anak Introvert. *Al-Ishlah: Jurnal Pendidikan*, 13 (2), 1394-1402.
- Rozi, F., & Lana, JIKA (2021). Implementasi Pembelajaran Jarak Jauh (PPJ) dalam Meningkatkan Kemandirian Belajar Siswa. *Fondatia* , 5 (1), 109-124.
- Rozi, F., & Zubaidi, A. (2019). Efektivitas Penerapan Metode Al-Miftah Li Al-Ulum Dalam Belajar Membaca Buku Klasik Di PP. Nurul Jadid Paiton Probolinggo. *Muróbbi: Jurnal Ilmu Pendidikan*, 3 (2), 157-174.
- Rozi, F., Bali, MMEI, Firdaus, S., Wijaya, M., Mursyidi, RA, Haqiki, MW, & Abidin, Z. (2020, Agustus). Manajemen pembelajaran; mengidentifikasi gaya belajar

- pembelajar bahasa di madrasah. Dalam *Prosiding Konferensi Internasional tentang Teknik Industri dan Manajemen Operasi* (Vol. 5, hlm. 3783-3790).
- Rozi, F., Ramdlani, M., Najah, F., Azizah, N., Niswa, H., Abdillah, M., & Rozi, F. (2021). Pembelajaran Jarak Jauh dan Pembelajaran Mandiri Mahasiswa di Perguruan Tinggi. Dalam *Jurnal Fisika: Seri Konferensi* (Vol. 1899, No. 1, hal. 012177). Penerbitan TIO.
- Rozi, F., Rosidah, R., Ni'mah, M., Masun, H., & Juaeriyah, K. (2021). Pendekatan Blended Learning dalam Pembelajaran Bahasa Arab. Dalam *Jurnal Fisika: Seri Konferensi* (Vol. 1779, No. 1, hal. 012065). Penerbitan TIO.
- Rozi Fathor., Hasanah Uswah. (2021). *Desain dan Perencanaan Pembelajaran Pendidikan Agama Islam*. Lumajang: Klik Media
- Schunk, DH (2018). *Teori belajar: Perspektif pendidikan* (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar.
- Tobias, S., & Duffy, TM (Eds.). (2019). *Instruksi Konstruktivis: Sukses atau Gagal?* New York, NY: Routledge.