Identifying Student Motivation for Learning Islamic Education in Indonesian Senior High Schools

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Abstract

Understanding student motivation for learning Islamic education in Indonesian senior high schools is crucial for enhancing educational outcomes and student engagement. The aim of this research is to look at students' intrinsic motivation, students' extrinsic motivation, supporting and inhibiting factors in learning Islamic religious education. This research uses descriptive qualitative methods. The data collection techniques used are observation, interviews, and documentation with data analysis through data reduction, data presentation, and drawing conclusions and verification. The results of this research were obtained: i) the intrinsic motivation of students at Senior High School in learning Islamic religious education was obtained through the appreciation given by the teacher and the students' sense of responsibility. This award is motivation for students to develop and progress further in their learning process, ii) extrinsic motivation for Senior High School students is obtained from the motivation provided by teachers, principals, and all the environment in the school. Adequate infrastructure is one of the motivations for student learning in achieving goals, iii) supporting factors in increasing student learning motivation in learning Islamic religious education, namely students are given Islamic religious learning guidance, in the form of congregational prayers, tahfiz, reading the Quran and delivering learning material. The inhibiting factor in increasing students' learning motivation in learning Islamic religious education is the lack of Islamic religious education lesson hours at school. Apart from the lack of teaching hours for Islamic religious education teachers, students who study religion are less aware of the importance of studying Islam. The results of this research can be used as initial data for future researchers in studying this problem in different contexts and issues.

INTRODUCTION

Motivation to learn is a physical factor that is non-intellectual, namely in fostering a passion for learning, feeling happy, and having the enthusiasm to learn so that the teaching and learning (Suratimah et al., 2022). Process can be optimally successful in relation to the function of motivation. Nasution explains that motivation can function as i) encouraging humans to act as a driving force or motor that releases energy, ii) determining the direction of action, namely towards the goal they want to achieve. Selecting actions, namely determining what actions must be carried out in harmony to achieve the goal, by excluding actions that are not useful for the goal to be achieved (Tabroni & Purnamasari, 2022). Considering the importance of a teacher's job motivation has a big influence on motivating students to improve the teaching and learning process. Where a teacher's task is to master and develop subject matter, plan and prepare daily lessons, control and evaluate student activities (Agyei & Voogt, 2012). One way to motivate students to be motivated to learn is by conveying Islamic teachings such as the words of Allah SWT or the Quran and the hadiths of the Prophet about the glory and glory of people who have knowledge, this is due to the many verses of the Quran and The hadiths of the Prophet about the glory and elevation of the status of those who have knowledge, which encourage someone to seek knowledge, include the words of Allah in surah al-'Alaq verses 1-5 which read:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَم

It means: *Read by the name of your lord who created, he has created man from a clot of blood. read, and your lord is the most merciful, who teaches with the medium of the pen, he teaches man what he does not know*

In accordance with the explanation of the verse above, a conclusion can be drawn that Allah SWT does not want humans to be stupid, seeking knowledge can be done in various ways, one of which is through formal education, namely education carried out at an institution or at school. This formal education is carried out through a process called the teaching and learning process. Learning motivation is a tendency that has an influence on student success in the teaching and learning process (Lin et al., 2017). So the growth of learning motivation for students is caused by two things, namely intrinsic and extrinsic. Intrinsic motivation is motives that become active or functioning drives that do not need to be stimulated from outside because within each individual there is already an urge to do something. Intrinsic example: a person who likes to read doesn't need to be told or encouraged to read, he is already diligent in looking for books to read (Aram et al., 2013).

Meanwhile, extrinsic motivation is motives that are active and function because of external stimuli (Ramdini & Yaswinda, 2021). For example, if someone studies because they know they will have an exam tomorrow morning by reading a book, they will get good grades and be praised by friends and teachers. Sebagaimana terdapat dalam Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003 menjelaskan bahwa:

> *"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state"*

The success of the learning process cannot be separated from the role of the teacher, the teacher is a very determining component in teaching and learning activities, the success of a teacher can be seen from the ability to act as an educator, because teachers determine much of the development of students for success or failure (Arnold & Pistilli, 2012). According to Hadari Nawawi, as quoted by Abudin

Nata, a teacher is a person whose job is to teach or provide lessons at school or a person who works in the field of education and teaching and who is also responsible for helping children reach maturity (Arnold & Pistilli, 2012).

Teachers have an important role in conveying lesson material to students. The delivery of lesson material is closely related to the communication carried out by teachers with their students. Effective communication certainly requires the right media, because one component of communication is media other than the communicator, the communicant, the message, and the feedback (Jandevi, 2019). From the description above, it is clear that teachers are an important factor in the teaching and learning process to achieve educational goals. Great motivation to learn tends to produce high achievement. Creating enthusiasm for learning, is certainly supported by learning methods and media designed by teachers who have expertise in the field of teaching and are truly handled by a professional. Motivation is relevant to mental, affectional, and emotional issues that can determine human behavior (Dewaele & Li, 2021).

So motivation in this case is actually a response to an action, namely a goal. Basically, the growth and development of students in learning motivation for Islamic religious education is driven by student motivation which causes a change in the energy that exists in humans, so that it will be related to psychological symptoms, feelings, and emotions so that they can then act or do something. All of this is driven by a goal, need, or desire. A student is an individual who is entering a transition period and is very vulnerable to facing new problems and changes in himself (Gale & Parker, 2014). In learning Islamic Religious Education subjects at Senior High School 2 Payakumbuh, changes emerged in students' attitudes towards learning, such as motivation in learning. The importance of learning Islamic religious education in every school requires that a teacher be able to make students feel comfortable and not bored with the Islamic religious education learning that is delivered (Winarto et al., 2020).

One way to make students feel comfortable in learning is the delivery of a teacher or the teacher's method in delivering the material must be varies (Tamrin et al., 2017). Students in the learning process need a change in the atmosphere that arises in the teaching and learning process. One way is to build motivation in learning for students who lack enthusiasm. Student motivation is very influential in getting the desired learning outcomes in the teaching and learning process. By having motivation, all learning activities become focused, so that there is no chaos in the implementation of the teaching and learning process (Berghe et al., 2013).

METHODS

This research is qualitative research with a descriptive approach (Bradshaw et al., 2017; Colorafi & Evans, 2016). Qualitative research is research used to examine the state of natural objects, namely something that is as it is, not conditioned by circumstances and conditions (Hasanah, 2021; Hug, 2013). It is also called qualitative descriptive information that describes existing phenomena (Colorafi & Evans, 2016; Kim et al., 2017). Data collection techniques used in this research include observation, interviews, and documentation. Meanwhile, data analysis in this research refers to the opinions of Milles and Huberman. There are three methods of descriptive data analysis, namely: data reduction, data presentation, conclusion determination, and verification (Petrus & Kamber, 2012).

RESULT AND DISCUSSION
Students' intrinsic motivation in learning Islamic Religious Education

Intrinsic motivation is motivation that arises within the individual himself without any influence from outside the individual (Cook & Artino, 2016). Intrinsic

motivation is motivation that becomes active or functions without needing to be stimulated from outside because within each individual there is already an urge to do something. Intrinsic motivation is very important for students in the learning process, the emergence of intrinsic motivation can create high enthusiasm for learning (Asmaldi et al., 2022; Engkizar et al., 2018; Febriani et al., 2022; Ganefri et al., 2017; Zamzami, 2021). Regarding students' intrinsic motivation in learning Islamic religious education at Senior High School 2 Payakumbuh, there was nothing found that was not in accordance with the provisions that Islamic education teacher in teaching and providing motivation to students in learning is very good. Students at Senior High School 2 Payakumbuh in the process of learning Islamic religious education at the end of the lesson the teacher gave awards to the students in the form of saying very well you are Senior High School, even did a kind of quiz and gave rewards to students who answered correctly the questions given by the teacher, the students felt satisfied and enthusiastic about taking the quiz (Raes et al., 2020).

Related to the religious material provided by the teacher (Pennycook et al., 2012). This is one way for Islamic religious education teachers to provide and foster student motivation in learning (Sutrisno & Nasucha, 2022). Being responsible for students in carrying out assignments, means that the motivation given by the Islamic religious education teacher is carried out well. It can be understood that a student's intrinsic motivation in studying Islamic religious education is clearly reflected where grade 10 students in particular are responsible for carrying out all the tasks given by the Islamic religious education teacher. There are still students at Senior High School 2 Payakumbuh who ask their friends for help in doing their assignments if they still don't understand the material being taught, especially if it contains the laws of recitation. Students' motivation in studying Islamic religious education with tajwid material is still lacking. Because Islamic religious education teachers always motivate students to be able to understand recitation material (Sarbaini et al., 2020).

There are many processes for students' progress, especially when we see their achievements in daily tests, semester exams, and even what they learn in Islamic education lessons and they also apply them on a daily basis. Students at Senior High School 2 Payakumbuh studying Islamic religious education have made a lot of progress in achieving learning achievements during daily tests, and semester exams and even apply what they learn in everyday life, especially Islamic religious education. Students' motivation in studying Islamic religious education is very clear and they even apply it every day. As proof that the motivation provided by Islamic religious education teachers is beneficial for students at Senior High School 2 Payakumbuh. Students studying Islamic religious education are responsible for carrying out school assignments given by Islamic religious education teachers, as well as giving awards to students after completing learning (Wahyuni & Bhattacharya, 2021).

Teachers carry out self-development in the teaching and learning process with the aim of seeing the extent of students' abilities and students' motivation to learn and abilities (Tosati et al., 2015). Teachers in mastering Islamic religious education learning. The learning motivation given by Islamic religious education teachers to students is truly visible, where students are responsible for the tasks given, especially in the field of study of Islamic religious education (Efendi et al., 2019; Muswara & Zalnur, 2019; Saputri et al., 2021). This cannot be separated from the cooperation of the principal and Islamic Religious Education teachers in educating and directing students to always be motivated and responsible in completing all the tasks given by the teacher well and on time (Copland et al., 2014).

Students' Extrinsic Motivation in learning Islamic Religious Education

Extrinsic Motivation is encouragement for a person's behavior that is outside the actions they perform. He received influence or stimulation from outside (Amabile & Fisher, 2012). Extrinsic motivation can turn into intrinsic motivation

without the influence of other people. He is motivated to learn and is serious about it himself. In connection with students' extrinsic motivation in learning Islamic Religious Education at Senior High School 2 Payakumbuh, the author's initial observations show that extrinsic motivation can increase student learning activities in learning Islamic religious education. With extrinsic motivation from both Islamic religious education teachers and parents. Students who were initially lazy about studying became enthusiastic and active in studying Islamic religious education. Extrinsic motivation is really needed for students who have low intrinsic motivation, to strengthen and empower students to continue learning and maintain learning achievements (Hanus & Fox, 2015).

Student motivation in learning cannot be separated from the teacher's encouragement in motivating students to be more diligent in studying, because all Islamic Religious Education teachers at Senior High School 2 Payakumbuh have motivation in the teaching and learning process. The principal's policies regarding the development of Islamic education learning are many, including the congregational prayer program and the tahfiz program, which are implemented every morning before the first lesson and on Fridays they deposit it with the teacher in the first hour, and the school creates a tahfizh program twice a week for the hafizh and hafizhah at Senior High School 2 Payakumbuh. The environment is very influential on student development, and the need for teacher motivation, with programs created by schools to help students in carrying out their worship or obligations towards the Creator (Biantoro, 2019).

The environment is very influential on the development of Islamic religious education because the school environment upholds Islamic religious values, so the school community will have high Islamic values (Taufik, 2020). This is felt by students who study at Senior High School 2 Payakumbuh, students carry out school programs to carry out their worship or obligations towards the creator who is useful for this world and the hereafter. All Islamic religious education teachers have motivation in the teaching and learning process, the principal's policies regarding the development of Islamic religious education learning include, the congregational prayer program and the tahfiz program, the environment is very influential on the development of Islamic religious education (Winarto et al., 2020). The learning motivation of students at Senior High School 2 Payakumbuh specifically for Islamic religious education will be easy to implement because all teachers and students have a good relationship.

The environment is very influential in the development of Islamic religious education. Because the school environment upholds Islamic religious values, the school community will have high Islamic values, this is felt directly by students who study at Senior High School 2 Payakumbuh. The principal and teachers of Islamic religious education always encourage and motivate us to be serious about studying, during Islamic religious education lessons, students of different religions are allowed to leave the classroom and can listen to the religious material presented by the teacher, at school we always greet each other when we meet, the environment Schools are influential in upholding Islamic religious values, so school residents will have high Islamic values (Ismail, 2016). The environment greatly influences the development of Islamic religious education (Taufik, 2020). Because the school environment upholds Islamic religious values, the school community has high Islamic values which are felt directly by students who study at Senior High School 2 Payakumbuh. All school members always encourage and motivate their students to be serious about studying. Students of different religions are allowed to leave the classroom and listen to religious material presented by the teacher.

Supporting and inhibiting factors in increasing student learning motivation

There is guidance for students in learning the Islamic religion (Sahin, 2018). Senior High School 2 Payakumbuh School provides guidance to students in the form of congregational prayers, tahfiz, reading the Quran as well as guidance on learning materials. Students' learning motivation needs guidance in the fields of tahfiz, reading, and writing the Quran, students' learning motivation is equipped with media and learning tools that attract students' attention to collaborate with the homeroom teacher in the learning process: i) religious teachers in delivering learning materials have used various media, methods and learning resources, ii) the existence of study guidance in developing Islamic religious material. The supporting factors for the Senior High School 2 Payakumbuh school aim to motivate students to study more diligently and improve achievement with school facilities that support the teaching and learning process specifically for Islamic religious education, namely a mosque for worship and religious labor for Islamic religious learning activities.

Meanwhile, the inhibiting factors are i) lack of hours of Islamic religious education lessons in schools. Students' motivation in studying Islamic religious education is lacking, one of the factors causing this is the minimal teaching hours of Islamic religious education teachers, and the lack of awareness among students of the importance of studying Islamic religion. One of the factors that greatly influences students' learning motivation in studying Islamic religious education. ii) lack of awareness among students of the importance of learning the science of recitation. Factors causing students' lack of awareness of the importance of learning Tajwid science have a great influence on students' learning motivation in studying Islamic religious education material on Tajwid science.

Many students are not familiar with the science of recitation, this is a factor that must be taken into account by the school, especially Islamic religious education teachers, who always guide students at school in learning the Quran specifically for recitation. Parents as mentors for students at home must motivate their children to learn the science of recitation by studying with other people or anyone who can guide them so that they can read the Quran fluently specifically for the science of recitation (Sarbaini et al., 2020).

CONCLUSION

The intrinsic motivation of students at Senior High School 2 Payakumbuh in learning Islamic religious education is because students' desire to learn Islamic religious education is very high, students are responsible for doing their own work without asking for help from other friends in doing assignments, asking the Islamic religious education teacher for an explanation if there is material that is needed. not yet understood. Students' development and progress in the learning process can be seen in the achievement of learning achievements during daily tests, semester exams and even applying what they learn every day, especially Islamic religious education. Supporting factors in increasing students' learning motivation in learning Islamic religious education are that students are given Islamic religious learning guidance, in the form of congregational prayers, tahfiz, reading the Quran, and delivering learning material. Students study religious material not only from books but also use various media, methods, and learning resources. Apart from being given Islamic religious learning guidance, students receive Islamic religious development material. The factor increasing students' learning motivation in learning Islamic religious education, namely the lack of hours of Islamic religious education lessons at school, is one of the factors inhibiting students' motivation in studying and students in studying religion, specifically the science of recitation, are less aware of the importance of studying Islamic religion.

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