



# Analysis of Islamic Religious Education Learning Methods in Improving Student Learning Motivation in Malaysia

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## Abstract

The purpose of this study was to analyze Islamic Religious Education (PAI) materials taught at Tadika Bijak Lestari Penang, Malaysia, determine their effectiveness, and determine which variables support or hinder efforts to increase students' intrinsic learning desires. The research location was Tadika Bijak Lestari in Malaysia. Using in-depth interviews with the principal and class instructors as data sources, this qualitative technique employed a case study approach. Participants could be observed, interviews could be conducted, and notes could be kept as data collection techniques. According to this study, the learning strategies used were lectures, memorization, and basic interactive activities. However, research shows that student interest and engagement in learning are negatively impacted by the prevalence of lecture techniques. The availability of adequate educational facilities and certain student learning motivations are factors that facilitate the implementation of learning, but limited diversity of approaches and teachers' difficulties in adapting learning strategies are inhibiting factors. This study shows that Tadika Bijak Lestari Malaysia has successfully implemented various Islamic Religious Education (PAI) teaching strategies effectively. To achieve progress in this area, new approaches to Islamic Religious Education (PAI) that are more creative, flexible, and contextual are needed. By adapting creative techniques to the needs of early childhood, it is hoped that this will increase their enthusiasm for learning, which in turn will make the Islamic Religious Education learning process more relevant in building religious values and holistic personality.

## INTRODUCTION

In an era of increasingly complex globalization and digitalization, the challenges facing education are increasingly diverse. The unstoppable flow of information, the influence of foreign cultures that are inconsistent with local values, and the erosion of the authority of moral and religious values within society are serious problems that threaten the very existence of student character formation. In such conditions, Islamic Religious Education must be able to emerge as a bulwark of civilization that instills the principles of ethics, manners, and noble morals as the basis of behavior in the world of education (Muis et al., 2024).

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In Islamic religious education, the goal is to shape students into devout followers of Allah SWT, become good people with high moral standards, and have a strong basic understanding of Islam (including its teachings and principles) that will be useful for them as they pursue knowledge in other fields, free from the potential pitfalls that come with secular education (H. R. Setiawan, 2024). Educational success depends on several factors, one of which is the teacher's approach to learning. This process is multifaceted and constantly evolving. As a pedagogical tactic, methods can help students acquire and internalize information, skills, and values; they are more than simply a means of delivering material in the teaching and learning process. To achieve educational goals successfully and efficiently, the learning approach plays a strategic role (Dahlia, 2018).

In Surah Al-'Alaq, verses 1-5, the Qur'an emphasizes the importance of seeking knowledge as a lifelong resource for Muslims. The command to read in this verse provides a conceptual foundation for the idea that education is fundamental to developing a holistic individual, both intellectually and spiritually. Thus, the goal of religious education is to shape children's identity from an early age by instilling the concepts of monotheism, noble morals, and applicable sharia law. Honesty, responsibility, tolerance, and discipline are not only socially important but also serve as personal guidelines for how one should act (Ningsih & Zalisman, 2024; Engkizar et al., 2025; Rahman et al., 2025). Essentially, religious education goes beyond simply conveying factual information; it also encompasses the emotional and psychomotor elements of faith, which relate to one's daily religious attitudes, behaviors, and practices.

Producing pious, critical, and rational individuals capable of navigating the complexities of our modern world requires Islamic religious education that balances the spiritual and the intellectual (Sulaiman et al., 2018). This is in line with the first paragraph of Article 1 of Law Number 20 of 2003 concerning the National Education System, which states that education is a deliberate and planned process to cultivate in each student spiritual fortitude, self-discipline, morality, intellectual capacity, and the knowledge and practical skills essential for full participation in all aspects of community life at all levels.

We need effective, adaptive and contextual learning mechanisms if we are to achieve this goal. The use of effective learning strategies by educators is crucial in making the principles taught in Islamic religious education real and engaging for their students. Lathipah Iswara (2024) emphasizes that the most effective teaching methods will pave the way for students to internalize the content and successfully apply what they have learned. The Greek words *meta* (meaning "through") and *hodos* (meaning "path") are the etymological ancestors of the English term "method." One definition of a technique is a series of steps to be followed to achieve a specific goal. In education, a "method" is a deliberate and methodical approach to tailoring the delivery of subject matter to each student's strengths, weaknesses, interests, and circumstances. The Islamic concept of *thariqah*, meaning "path" or "path," is sometimes used interchangeably with the English word "method" when discussing educational practices in Islam (Heru Setiawan, 2022). Learners' interest, creativity, and skill development can be enhanced through the use of learning methods, which are more than just delivery strategies. Lack of student interest in learning is a common consequence of ineffective teaching strategies.

However, without strong learning motivation, learning approaches will not be as successful as expected (Wahyuningtyas & Kristin, 2021). A person's intrinsic drive to learn is a major factor in the reliability of their test scores. According to Andriani et al. (2024), students who are highly motivated to learn outperform their less motivated peers in terms of effort, persistence, and overall learning performance. There are two main categories of learning motivation: intrinsic and extrinsic. The

intrinsic desire to learn, achieve one's own goals, or experience the joy of achievement comes from within the learner and is known as intrinsic motivation. On the other hand, things like incentives, praise, and social pressure are examples of extrinsic motivators (Supriani et al., 2020; Aryanti et al., 2022).

From an Islamic perspective, the Quran clearly explains that a person must have a desire to seek knowledge. Those who believe and possess knowledge will be elevated in rank several times, as stated in the Word of God in Surah Al-Mujadalah, verse 11. Every Muslim is encouraged to seek knowledge as part of their religious obligations through this verse, which serves as both a spiritual and theoretical foundation (Rusdiansyah, 2019; Rasdiany et al., 2024; Rahman et al., 2024). Thus, for Muslim students, seeking knowledge is more than just a necessity; it is a form of worship and devotion to Allah SWT. This awareness should be a strong internal motivator for cultivating a mindset of continuing education.

Facts show that not all students are truly motivated to learn. Improving their intrinsic drive to learn is a shared responsibility, not just for students. With proper management, students' intrinsic drive to learn can pave the way for academic achievement, personal growth, and contribution to the community and nation. A lack of student interest in learning can be caused by a number of factors, including repetitive teaching methods, a lack of student activity in class, students' home lives, the classroom itself, and even the way some students use technology to distract them from what they need to learn. These aspects are important to consider, as they can significantly impact students' ability to learn and develop if not addressed properly. Therefore, initiatives by teachers, parents, and the entire school to improve students' intrinsic drive to learn are crucial (Fatmawati, 2020; Efendi et al., 2022).

Research on the correlation between teaching strategies and students' intrinsic desire to learn is still limited in the field of Islamic Religious Education (PAI), especially in preschools and kindergartens like Tadika Bijak Lestari in Georgetown, Penang, Malaysia. While the development of a child's religious character is most optimal during infancy, this is still not fully realized. Age-inappropriate learning strategies risk diminishing students' interest in learning about religion, which can have long-term impacts on their religious beliefs and practices (Purhayati & Yekti, 2025; Adel et al., 2025; Dasrizal et al., 2025).

Therefore, it is important to study Islamic Religious Education (PAI) teaching techniques at Tadika Bijak Lestari to understand what they are, how they work, and what variables help and hinder students' learning motivation. This study complements existing knowledge in the field of early childhood Islamic Religious Education (PAI) and theoretically supports previous conclusions about the importance of motivation in improving the quality of learning outcomes. Educators can use this study as a starting point to create PAI learning techniques that are more responsive to each student's individual needs, which is expected to result in higher levels of motivation and better overall learning outcomes.

This study contributes to current scientific developments by highlighting the challenges of teaching and learning in the modern digital era, which require a more dynamic and relevant approach. Overall, this study can help shape new approaches in Islamic Religious Education (ISE) that take into account the ever-changing nature of the modern era. Therefore, a unique aspect of this study lies in its emphasis on the relationship between learning modalities and learning motivation within the ISE framework in Malaysian preschools and kindergartens. This distinction highlights the fact that this study adds a practical dimension to the field of ISE, rather than simply rehashing previous research.

The purpose of this research is to find out what supports and hinders students' desire to learn in the Islamic Religious Education (PAI) class at Bijak

Lestari Kindergarten, as well as to find out how these approaches are applied in the classroom. This research aims to improve the teaching and learning process in Islamic educational institutions in general and provide a theoretical contribution to the development of learning ideas in Islamic Religious Education (PAI).

## METHODS

This research uses a case study methodology based on qualitative research. By focusing on the meanings, experiences, and perspectives of individuals or groups within their natural contexts, qualitative research seeks to understand social, cultural, or behavioral phenomena in detail (Waruwu, 2024; Rahman et al., 2024; Engkizar et al., 2025). A case study is a type of qualitative research that involves in-depth data collection from various sources (e.g., interviews, reports, documents, and observations) to understand a limited system. Purpose: Because this research is not interested in historical events but rather to gain an in-depth understanding of a real-world event, a case study was chosen. According to Assyakurrohim et al. (2022), a case study is a series of scientific procedures carried out carefully and extensively on a specific event, whether an individual, group, organization, or action. The focus of this research is to find out how the Islamic Religious Education (PAI) program at Tadika Bijak Lestari Penang, Malaysia, inspires its students to learn more. Researchers were able to obtain a clear and detailed picture of PAI learning techniques and the elements that influence students' desire to learn because they chose this case study. The reason is that, especially in terms of data analysis, qualitative research relies heavily on procedures that do not involve mathematics or statistics until conclusions emerge naturally. This study uses a qualitative approach by analyzing data from Cekgu's interviews with teachers at participating schools to determine social factors related to Islamic Religious Education (PAI) learning techniques and their impact on students' learning desires. All of this research falls under the category of field research, which is "comprehensive, detailed, and intensive research on specific topics that require comprehensive and in-depth analysis."

The fundamental purpose of this research is to reveal all relevant information about the implementation and learning methodology of PAI, as well as any aspects that may be supporting or inhibiting. Tadika Bijak Lestari Penang Malaysia which will be the center of this research is located at 51 Lorong Seremban, Kota Emas 10150 Georgetown Penang, Penang, Malaysia. Bahasa Indonesia: Every aspect of this research, from the initial planning to the writing of the final report, was carried out in accordance with what the researcher had envisioned. This research lasted for about 30 days at the Sustainable Wise Kindergarten in Malaysia. The materials for this research were contributed by twelve students from Tadika Bijak Lestari Malaysia.

This research is based on two main types of information: primary data and secondary data. To ensure their results are based on solid facts, researchers can use primary data sources. Participants in the research at Tadika Bijak Lestari in Penang, Malaysia, contributed their own information. To obtain reliable information about Tadika Bijak Lestari's Islamic Religious Education program, researchers interviewed the school principal and class instructors. Secondary data, on the other hand, was collected from additional sources such as Quran memorization aids, academic transcripts, school archives, publications, and relevant periodicals. This research is further strengthened by the inclusion of secondary data, which complements the original data. The primary method of data collection is through close observation; researchers will be physically present at the Tadika and its surrounding areas to take detailed notes. This data collection method is used because it allows researchers to dig deeper into information based on informant responses while maintaining the focus of the study. By conducting interviews and reviewing documents, research problems can be identified and addressed.

The researchers in this study used the Miles and Huberman (1984) method to analyze the data. To use this method, one must participate in ongoing interactive tasks related to qualitative data analysis until the data is exhausted. There are four main steps of analysis: (1) data collection, which includes documenting observations, interviews, and other forms of field data; (2) data condensation, which involves selecting and focusing relevant data; (3) data presentation, which involves organizing data in narrative or tabular form for ease of understanding; and (4) drawing/verifying conclusions, which involves formulating research findings based on patterns, relationships, or themes that emerge from the field data. A deep understanding of the influence of the Islamic Religious Education (PAI) pedagogical approach on students' learning desires is achieved through a series of iterative analyses. Three forms of triangulation were used in this study: sources, data collection techniques, and time. Verifying the scientific validity of the research requires further evaluation of the collected data using data validity techniques. Researchers rely on research tools to achieve their desired results. When evaluating the validity of qualitative research, you can consider its credibility, transferability, and confirmability. Some examples of these materials include cell phones, interview guides, observation sheets, and other office supplies. Observation, interviews, and documentation are the primary methods researchers use to obtain data.

**Table 1. Draft Interview Questions**

<b>NO</b>	<b>QUESTION</b>	<b>RESPONDENT</b>
1	What are the learning methods used in the PAI subjects at Tadaika Bijak Lestari?	Sustainable Wise Kindergarten Teacher
2	How is the application of the PAI learning method in Sustainable Wise Kindergarten?	Sustainable Wise Kindergarten Teacher
3	How do teachers deal with students who are less interested in PAI subjects at Sustainable Smart Kindergarten?	Sustainable Smart Kindergarten Teacher
4	What are the supporting and inhibiting factors in increasing students' learning motivation at Tadika Bijak Lestari?	Kindergarten teacher for my son Saleh

## **RESULT AND DISCUSSION**

### **Research result**

#### **Any Learning Method Used in PAI Subjects at Tadika Bijak Lestari Penang Malaysia**

As an integral part of the educational field, learning strategies enable the delivery of lesson content in an organized and directed manner to students. "Meta" (meaning "through") and "hodos" (meaning "path") are the Greek roots of the English word "method," suggesting that the word may refer to "the path to be taken" in its etymological sense. Thariqah is the plural of thuruq, which indicates a path or path used to deliver a lecture, in Islamic educational terminology. More broadly, "learning methods" are guiding concepts that guide student development, especially throughout the teaching and learning process, in a manner that maximizes efficiency and effectiveness. Syahid (2024) argues that within the conceptual framework of education, procedures have a strategic role in achieving comprehensive educational goals, rather than simply serving as a means of delivering material. Depending on the situation and purpose, procedures can be polypragmatic (having multiple uses) or monopragmatic (having only one use). Teachers must be careful in choosing teaching strategies, remembering that their students are individuals with unique personalities

and experiences. To ensure their teaching approaches are meaningful and applicable, teachers must have a deep understanding of their students' mental, intellectual, and social backgrounds.

The results of the researcher's notes and follow-up interviews with the interviewees (Lestari Wise Kindergarten Class Teachers) conducted from August 5, 2024 to August 27, 2024 are presented below. In *Bijak Lestari Kindergarten*, Penang, Malaysia, one Kindergarten functions as a kindergarten. Teachers at *Tadika Bijak Lestari Penang Malaysia* use a variety of PAI learning strategies, according to the needs of each class and the content of the lesson, according to the authors of the study. Especially for the most basic theological ideas, lectures are the most common form of teaching. Teachers may discuss many things quickly through lectures, but students are not actively involved due to the one-way nature of the process. Teachers often overcome this by including visual aids such as photos or films in the lecture format to attract students' attention.

Teachers often utilize discussion and question-and-answer sessions in addition to the traditional lecture format. Because they can voice their thoughts and respond to instructor questions, students can participate more actively in class using these two approaches. Research suggests that these strategies can improve students' critical thinking skills and engage them more in class discussions. However, challenges remain; for example, some students are too shy to speak up. Consequently, educators need to develop a focused plan to engage every student. Teachers use demonstration techniques for more hands-on topics such as handwashing and prayer procedures. Students can learn by observing the teacher's actions and then trying to imitate them. Because they provide a real-life learning experience, demonstration techniques are quite effective in helping students understand and remember the stages of worship, according to research.

Additionally, stories about prophets, companions, or Islamic figures are common teaching tools. Research shows that fairy tales serve two purposes: to explain Islamic teachings and to foster moral and spiritual principles in students. When presented in an engaging way, fairy tales appear to energize and motivate students. Habitual strategies are another important approach. Teachers at *Tadika Bijak Lestari* emphasize the importance of students praying before class, praying in congregation, being kind, and greeting others with a short prayer. Habitual practices are a powerful tool for shaping students' moral character, research shows, because actions practiced regularly eventually become habits. Students gain a practical understanding of Islamic principles as well as a theoretical understanding in this way.

Depending on the subject matter and individual student needs, Islamic Religious Education (PAI) instructors at *Tadika Bijak Lestari Penang, Malaysia*, can employ a variety of teaching strategies. One of the most common and long-standing approaches is the lecture format. Lectures are an efficient way for instructors to cover a wide range of topics quickly. While the lecture technique offers advantages in delivering material effectively, it also has disadvantages: it is one-way and passive, leading to a lack of active student engagement (Wirabumi, 2020). Therefore, to make lectures more engaging and understandable, instructors should incorporate learning materials such as images, videos, or other aids into the learning process. Students in Islamic Religious Education (PAI) have access to lecture and discussion formats. This allows students to voice their perspectives, think critically, and develop democratic values. Ridwan (2021) argues that classroom conversations are an excellent way to develop students' analytical, deductive, and critical thinking skills. While effective in engaging students, they can be time-consuming and difficult for teachers to keep the class on topic. Question-and-answer techniques are also a common approach. With this strategy, instructors pose questions to students, and students answer based on what they have learned. Syaharani (2024) states that the

question-and-answer approach is a reliable way to gauge how well students have understood the material. One benefit of this approach is that it encourages critical thinking; a drawback is that only a small percentage of students actually participate. Teachers can address this challenge by planning lessons in advance to ensure that every student has the opportunity to participate. For example, demonstration techniques are effective for topics such as self-cleansing procedures and prayer, which require a practical understanding of the material. Students will better understand the process when they can see the instructor or media present it directly, claims N. Setiawan (2024). While this approach is effective for more concrete learning, it is less effective when discussing more abstract or philosophical concepts. Therefore, instructors must be careful when deciding how to demonstrate a concept. The storytelling approach is another option; it utilizes anecdotes, especially those from Islamic figures such as the prophets and companions. This strategy is effective because it can arouse students' emotions while imparting knowledge. True stories have the power to touch hearts, teach them valuable lessons, and show them how to live their best lives. With this approach, Islamic Religious Education (PAI) students are able to develop their emotional intelligence and spiritual maturity simultaneously.

Islamic education also utilizes the habituation process. Saadah and Arif (2022) state that this approach encourages students to incorporate desirable habits into their character by having them repeat certain actions repeatedly. Teaching children to pray before studying, pray at set times, and be polite are good examples. Because habits repeatedly reinforced become part of students' Islamic character, the habituation approach is effective because it is consistent. The problem is that no learning method is perfect. Each approach has advantages and disadvantages that must be considered. To meet students' needs, teachers should not rely solely on one technique but can combine various approaches. To avoid monotony and encourage dynamic and engaging learning, Auliyah (2025) argues that a combination of various methods, sometimes called method variation, is crucial. Students can be actively engaged, artistic, and joyful by using various approaches.

The main goal of implementing techniques in Islamic Religious Education (PAI) learning at Tadika Bijak Lestari is to ensure instructors do not rely on a single method but integrate various methods according to their needs. Students benefit from a more engaging, interactive, and enjoyable Islamic Religious Education (PAI) experience when they use these adaptive and combinatorial methods. Islamic education aims to achieve a comprehensive understanding of content, teach Islamic ideals, and cultivate noble character through the use of various methodologies that focus on the cognitive, emotional, and psychomotor elements of learning. However, how well a teacher selects, integrates, and implements learning strategies based on the qualities of the students and the subject matter is a key factor in the success of this approach.

### **Application of PAI Learning Methods in Sustainable Wise Kindergarten**

To further motivate students, Islamic Religious Education (PAI) should be taught using learning strategies that complement this approach. Teachers are crucial in improving the learning process, as they can choose the right learning approach. To improve educational standards in general, and Islamic Religious Education in particular, students' learning styles must be optimized. The learning techniques used at Tadika Bijak Lestari, Penang, Malaysia, are diverse but still traditional, according to research on the application of Islamic Religious Education (PAI) to increase student motivation. Tadika Bijak Lestari's class instructors frequently use lectures, demonstrations, and question-and-answer sessions as pedagogical tools. Lectures are the most popular because they help students understand ideas and characteristics more deeply. Learning media that complement lecture techniques enhance their

effectiveness. The goal of creative educators is to make the classroom a fun and engaging place for students. This way, they won't get bored in class and will be more likely to take what they learn and apply it to their lives.

The instructor of the Sustainable Smart Kindergarten class also regularly uses demonstrative techniques. Praying, performing ablution, and reading salat are some of the things that use this strategy. Teachers tend to be less creative when using this approach, which is contrary to their role as learning facilitators. Islamic Religious Education instructors often use question and answer techniques to enhance their students' learning. According to the findings of this research, this strategy is used by classroom instructors to assess their students' knowledge and encourage more participation. The researchers at Tadika Bijak Lestari Penang Malaysia use a variety of teaching strategies in their learning, as seen in the research. The secondary purpose of this research is to catalog the approaches that have been used, examine their potential application in the classroom, and consider the pros and cons of each. The purpose of this research is to explain how early childhood educators choose and combine tactics to meet the unique needs of their students in an interesting, effective, and age-appropriate way. Therefore, it is important to hone your skills and use a variety of approaches. The purpose of using these various strategies is to improve the learning process, motivate and arouse students' interest, as well as improve the quality of their relationships with each other.

### **Supporting and Inhibiting Factors in Applying Learning Methods to Increase Students' Learning Motivation in Sustainable Smart Kindergarten Penang Malaysia**

The French word "motive," meaning "an impulse to do something," is the origin of the English term. When discussing education, the term "motivation" refers to the internal and external forces that shape a person's desire to learn and achieve. To achieve a specific goal, an organism's behavior is guided by complex conditions known as motivation (Abnisa, 2020). According to Islamic belief, the Quran places great emphasis on learning, as stated in Surah Al-Mujadalah: 11, which states that Allah will reward those who believe and have reason. This verse spiritually encourages Muslims to be enthusiastic in seeking knowledge. Extrinsic variables (rewards, a conducive learning environment, and enjoyable activities) and intrinsic variables (the desire to achieve and ideals) are the two main sources of learning motivation. According to Rahman (2022), there are two sources of motivation that influence how a person learns: internal and external. A person can be motivated to do something by creating a supportive environment. Students' intrinsic motivation is the engine that initiates learning activities and keeps them moving forward until they reach their goals.

#### **Supporting Factors**

a), **The Role of Teachers:** Teachers who are creative, interactive, and able to provide positive support play a significant role in fostering students' interest and motivation to learn. Teachers who act as role models and inspirations can create a fun and challenging learning environment. b), **Innovative Learning Methods:** Using varied and innovative learning methods keeps students from getting bored and makes them more engaged in learning. Methods that adapt to students' needs and learning styles can increase their motivation. c), **A Conducive Learning Environment:** A comfortable, uncluttered classroom environment free from distractions like noise helps students concentrate and engage in learning. A supportive school environment also strengthens student motivation. d), **Social Support from Family and Peers:** Support from family, such as parental attention, as well as emotional support and healthy competition from peers, is very important in building students' learning



motivation. e), Adequate Educational Facilities: The availability of facilities such as libraries, access to technology, and other learning aids can enrich the learning process and strengthen students' motivation to study harder. f), Personal Motivation and Student Aspirations: Motivation that comes from within the student, such as the desire to achieve, aspirations, career aspirations, and strong commitment, are the main drivers in learning. g), Rewards and Positive Feedback: Giving rewards, whether in the form of praise, prizes, or positive feedback on learning outcomes, is effective in increasing student motivation to continue trying to do better.

### **Inhibiting Factors**

a), Lack of intrinsic motivation: Low intrinsic motivation in students is a major factor in academic failure. This is often influenced by peer pressure, the perception that lessons are irrelevant, and negative attitudes toward the subject matter (Khairudin & Wardan, 2024). b), Uninteresting teaching methods: Teachers who still use traditional and less interactive methods make students quickly bored and have difficulty understanding the material. c), Lack of student activity in learning: Students who are passive during the lesson (not asking or answering) indicate low involvement, which contributes to low motivation (Imam, 2023). d), Family and social environmental factors: Factors such as broken homes, lack of attention from parents, wrong parenting patterns, and an unsupportive social environment can also hinder learning motivation. e), Technology abuse: Uncontrolled use of gadgets or social media can reduce interest in learning and cause distraction. f), Unconducive learning environment: An uncomfortable learning environment or one that lacks facilities also has a negative impact on learning motivation.

Students' desire to learn at Tadika Bijak Lestari is influenced by several complementary variables, according to the study's findings. The most important component is the instructor's innovative and communicative role, as well as their ability to create a comfortable classroom environment. Student engagement and motivation in class are strongly influenced by teachers who act as role models and motivators. Students are more engaged and less likely to get bored when content is presented in a variety of ways, making creative learning approaches a crucial support. Furthermore, this study hopes to help educational institutions and instructors identify which tactics need improvement and which challenges need to be mitigated. Therefore, the study's findings are expected to pave the way for the development of more effective, creative, and student-centered learning methodologies, which will enable students' motivation to learn to continue to increase.

### **Discussion**

This study found that instructors at Tadika Bijak Lestari use a variety of methods, adapting their approach to the context and subject matter. They don't rely solely on one technique. This is consistent with the views of education professionals, who emphasize the need for diverse approaches to ensure engaging and enjoyable learning. Educators need to be careful in selecting and integrating various approaches, as each has its own advantages and disadvantages. You can enhance your lecture technique by adding visuals to make it more engaging, or you can make discussions more interactive by incorporating a question-and-answer component.

Islamic Religious Education (PAI) places a balanced emphasis on cognitive, emotional, and psychomotor learning outcomes through the use of habituation and narrative techniques. This aligns with the overall goal of Islamic education, which is to cultivate individuals who are intellectually intelligent but also highly moral and religiously gifted. Thus, the Tadika Bijak Lestari method illustrates the need to maintain a balance between theory, practice, and character development in Islamic Religious Education (PAI). The study findings indicate that the implementation of

Islamic Religious Education (PAI) pedagogical practices at Tadika Bijak Lestari aligns with Islamic educational philosophy, which emphasizes the importance of using a variety of learning approaches for successful and enjoyable learning. In addition to lectures, teachers frequently use question-and-answer sessions, class discussions, practical activities, anecdotes, and habituation to help students understand the material. Teachers' pedagogical knowledge of the need to engage the emotional side through active and hands-on learning is evident in this regard.

While there are more engaging ways to teach complex concepts, the lecture format is beneficial for conveying basic information. One strategy for maintaining student attention is to incorporate question-and-answer sessions into lectures. Students' confidence and analytical thinking can be enhanced through class discussions and Q&A sessions, while religious practices are best taught through hands-on demonstrations. By appealing to students' emotions and stimulating their imaginations, a narrative approach can facilitate the instilling of moral principles. Meanwhile, habituation techniques play a crucial role in shaping students' Islamic character through routine practices that begin at an early age.

To this end, Tadika Bijak Lestari's pedagogical approach places a balanced emphasis on students' emotional and psychomotor development alongside their cognitive (knowledge) development. This aligns with the overall goal of Islamic education, namely to produce a generation with noble morals, religious knowledge, and intellectual talent. The findings indicate that both internal and external variables significantly impact Tadika Bijak Lestari students' learning motivation. The notion that children's learning motivation originates from both within and outside their immediate environment is supported by supporting variables including teacher innovation, diverse learning techniques, and family support. According to the concept of learning motivation, there are two sources of motivation: the first is intrinsic, and the second is extrinsic.

However, the presence of elements that hinder learning indicates that there are several obstacles that must be overcome to achieve learning goals. If students lack intrinsic motivation, we clearly need to do more to help them become self-aware learners. One way to do this is by ensuring they have meaningful, engaging, and personally relevant learning experiences. Issues such as unsupervised technology use or the lack of positive role models at home demonstrate that inspiring students to learn is a collaborative effort, not solely the responsibility of educators. Therefore, this debate highlights the need for a comprehensive strategy to foster students' passion for learning. Parents must provide emotional support and supervision, schools must create a climate conducive to learning, and teachers must be creative and imaginative in their approach. Teachers, families, and the school community must work together to ensure children's intrinsic motivation to learn reaches its full potential and realize Tadika Bijak Lestari's Islamic educational mission.

## CONCLUSION

The application of Islamic Religious Education (PAI) learning methods in Tadika Bijak Lestari shows that teachers still rely heavily on the lecture method, which is easy to implement and effective in delivering conceptual material, but less suitable for early childhood because it often causes boredom and lacks direct experience. Meanwhile, methods such as demonstration, storytelling, and habituation are proven to be more effective and engaging because they are concrete, interactive, and in line with students' cognitive, affective, and psychomotor development, for example through ablution practice, stories of the prophets, and habituation of prayer which significantly increase learning motivation and shape students' religious character. The supporting factors found include adequate infrastructure, teacher creativity, student enthusiasm, and a conducive school environment, while inhibiting

factors consist of the overuse of lectures, lack of innovation in combining methods, and low intrinsic motivation of some students. These findings show that the success of PAI learning is not only determined by mastery of the material but also by pedagogical skills in choosing, combining, and adapting appropriate methods to students' needs. Therefore, varied, innovative, and contextual learning strategies are crucial to improve effectiveness and sustain student motivation. Teacher effort in creating an engaging learning atmosphere, providing rewards and positive feedback, as well as consistent support from families and schools, are also essential. In conclusion, increasing students' learning motivation and building religious character require a holistic approach that integrates academic, psychological, social, and spiritual dimensions so that the goals of Islamic Religious Education can be achieved optimally and sustainably.

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