

## THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN IMPROVING STUDENTS' LEARNING MOTIVATION AT MTSS LAM UJONG ACEH BESAR

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**Abstract:** Islamic Religious Education teachers at MTsS Lam Ujong play a key role in increasing students' learning motivation. Through inspiring teaching, providing real examples, and moral and spiritual support, Islamic Religious Education teachers help create a generation of students who are not only academically intelligent, but also strong in religious and moral values. This research is a qualitative. The approach used in this research is a field research approach. The research results show that 1). The role of Islamic Religious Education teachers in increasing students' learning motivation at MTsS Lam Ujong Aceh Besar is that PAI teachers play an important role in building students' learning motivation through a holistic approach. Islamic Religious Education teachers not only teach religious material, but also become moral guides and inspirators who motivate students emotionally and spiritually. Factors such as varied teaching methods, good relationships between teachers and students, and support from the school environment and family, greatly influence the effectiveness of the teacher's role in improving students' learning motivation and 2). Factors that influence the effectiveness of the role of Islamic Religious Education Teachers in improving students' learning motivation at MTsS Lam Ujong Aceh Besar are that the effectiveness is influenced by several main factors, such as the quality of teacher-student relationships, varied teaching methods, teacher competence and skills, and support from family and the school environment. In addition, the availability of adequate facilities and infrastructure and the psychological condition of students also play an important role in determining the extent to which PAI teachers can motivate students to learn optimally.

**Keywords:** Islamic Religious Education Teacher, Learning Motivation, Students



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### Introduction

The role of Islamic Religious Education teachers in increasing students' learning motivation in private MTs is a very important topic in the context of education in Indonesia. Islamic Religious Education teachers are not only responsible for delivering teaching materials, but also act as motivators who can influence students' enthusiasm and interest in learning. In this context, students' learning motivation is one of the key factors that determine the success of the learning process. Research shows that there is a positive relationship between learning motivation and student learning outcomes, where high motivation can encourage students to be more active and involved in the learning process (Sopiani & Wirdati, 2021; Saputra et al., 2018).

One way that Islamic Religious Education teachers can do to increase students' learning

motivation is through a creative and innovative approach in teaching. For example, the use of interesting learning media, such as animated videos or interactive applications, can make teaching materials more interesting and easier for students to understand (Kusumawati, 2022; Roma, 2023). In addition, teachers also need to provide positive reinforcement, such as rewards, to appreciate students' efforts and achievements. This can increase students' self-confidence and encourage them to continue learning (Febianti, 2018; Santi, 2023). Research shows that teacher role models in attitudes and behavior also have a significant influence on students' learning motivation (Santi, 2023).

In addition, Islamic Religious Education teachers must also pay attention to factors that influence students' learning motivation, such as self-efficacy or students' self-confidence in learning. Research shows that self-efficacy has a positive influence on students' involvement in the learning process, which in turn can increase their learning motivation (Nurrindar & Wahjudi, 2021; Sari et al., 2021). By building students' self-confidence, teachers can help them to be more confident in their own abilities in understanding the teaching material, so that they are more motivated to learn.

A conducive learning environment is also an important factor that Islamic Religious Education teachers must pay attention to. Research shows that a positive and supportive classroom atmosphere can increase students' learning motivation (Andriani & Rasto, 2019; Tambunan, 2020). Teachers need to create a comfortable and pleasant atmosphere, where students feel safe to ask questions and express their opinions. This can be done by building good relationships between teachers and students, as well as between students. When students feel valued and heard, they tend to be more motivated to learn.

In addition, parental involvement in the student learning process should not be ignored. Research shows that parental support can act as a significant motivator in increasing student learning motivation (Boiliu, 2021). Islamic Religious Education teachers can collaborate with parents to create a supportive learning environment at home. By involving parents, teachers can help students to better understand the importance of religious education and encourage them to be more active in learning.

In the context of private MTs, where students often have diverse backgrounds, Islamic Religious Education teachers need to adapt their teaching methods to suit the needs and characteristics of students. Research shows that diverse approaches to teaching can increase students' learning motivation (Bernard & Sunaryo, 2020; Romlah et al., 2019). For example, integrating religious values into daily learning can help students see the relevance of the teaching material to their lives, so they are more motivated to learn.

The importance of training and professional development for Islamic Religious Education teachers also cannot be ignored. By participating in training, teachers can gain new knowledge and skills that can be used to improve the quality of their teaching. Research shows that well-trained teachers tend to be more effective in increasing students' learning motivation (Sauri et al., 2018; Gani, 2020). Therefore, educational institutions need to provide adequate support for teachers in terms of professional development.

Finally, constructive evaluation and feedback are also important elements in increasing students' learning motivation. Islamic Religious Education teachers need to provide clear and useful feedback to students regarding their learning progress. Research shows that positive feedback can increase students' motivation to study harder (Achyandia, 2013; Febianti, 2018). By providing appropriate feedback, teachers can help students understand areas for improvement and celebrate their achievements.

Overall, the role of Islamic Religious Education teachers in increasing students' learning motivation at private MTs is very crucial. Through creative approaches, parental support, creation of a positive learning environment, and professional development, teachers can create a conducive learning atmosphere and motivate students to achieve optimal learning outcomes. Existing research shows that with the right strategies, Islamic Religious Education teachers can contribute significantly to improving student motivation and learning outcomes (Sopiani & Wirdati, 2021; Saputra et al., 2018; Santi, 2023).

## Methods

This research is a qualitative. This type of research was chosen to explore in depth the views, experiences, and perceptions of Islamic Religious Education teachers and students regarding learning motivation in the context of religious education. Qualitative research gives researchers the freedom to understand complex and dynamic phenomena holistically. The approach used in this research is a field research approach. The researcher conducted direct observation and interviews in the field to collect data from respondents, namely Islamic Religious Education teachers and students at MTsS Lam Ujong. By going directly to the field, the researcher can see and document the real situation related to the role of teachers in the teaching and learning process.

The data sources in this study consisted of Islamic Religious Education teachers at MTsS Lam Ujong as the main source who played a role in increasing students' learning motivation and also students at MTsS Lam Ujong, who were the targets of teachers' efforts in motivating them to learn. These two groups provide a comprehensive view of interactions in learning and the role of teachers in motivating students. To collect data, several techniques were used as follows: 1). Observation: Researchers directly observe the learning process in the classroom and the interaction between Islamic Religious Education teachers and students. Through observation, researchers can see the real practice of the role of teachers in increasing student motivation. 2). In-depth Interviews: Interviews were conducted with Islamic Religious Education teachers and several students to explore their understanding, views, and experiences related to the role of Islamic Religious Education teachers in increasing learning motivation. 3). Documentation: Researchers collect relevant documents, such as learning schedules, syllabi, and school activity records that can strengthen the research findings.

Data analysis was conducted qualitatively using thematic analysis techniques, which include: 1). Data Reduction: Data obtained from observations, interviews, and documentation were summarized, sorted, and focused on the main themes related to the role of Islamic Religious Education teachers in increasing learning motivation. 2). Data Presentation: The reduced data is presented in the form of a narrative description that describes the main findings related to the role and strategies of Islamic Religious Education teachers in increasing student motivation. 3). Conclusion Drawing: Based on the data that has been analyzed, the researcher draws conclusions regarding the factors that influence student learning motivation and how Islamic Religious Education teachers play a role in this.

To ensure the validity of the data, several techniques are used as follows: 1). Data Source Triangulation: Researchers compare data from various sources, namely Islamic Religious Education teachers, students, and supporting documents, to ensure the consistency and validity of the information. 2). Member Check: After the interview, the researcher re-checks the results of the interview with the participants to ensure that what they conveyed has been correctly understood by the researcher. 3). Active Involvement in the Field: Researchers try to be actively involved in the learning process and interactions in schools to gain a deeper and more accurate understanding

## Result and Discussion

### A. The Role of Islamic Religious Education Teachers in Increasing Student Learning Motivation at MTsS Lam Ujong Aceh Besar

The role of Islamic Religious Education teachers in increasing students' learning motivation at MTsS Lam Ujong Aceh Besar, is very important and has a big influence on students' development, both academically and spiritually. Islamic Religious Education teachers are not only tasked with delivering religious material, but also being agents of change who inspire and motivate students to study seriously and develop good character.

One of the main roles of Islamic Religious Education teachers is to create a relevant and interesting learning atmosphere, where students can understand the relationship between religious teachings and everyday life. By providing an applicable understanding, Islamic Religious Education teachers are able to foster students' curiosity about Islamic teachings and make them feel that the material being studied has a positive impact on their lives. Islamic Religious Education teachers often use a variety of teaching methods, such as group discussions, moral stories, and case studies, to keep students engaged and increase their motivation to learn.

Islamic Religious Education teachers also act as moral guides who are close to students. They not only teach in class, but also provide guidance outside of class hours, both in terms of academics and personal problems faced by students. The presence of Islamic Religious Education teachers as figures who care and understand the needs of students helps build strong emotional relationships, which in turn encourage students to be more enthusiastic in learning. When students feel personally supported, they tend to have higher motivation to achieve good results in education.

In addition, Islamic Religious Education teachers at MTsS Lam Ujong also play a role in instilling Islamic values such as discipline, hard work, and responsibility. Through consistent teaching and they show, Islamic Religious Education teachers motivate students to make religious values the foundation for learning. By instilling the understanding that learning is a form of worship, students are encouraged to learn with sincere intentions and higher enthusiasm.

Islamic Religious Education teachers also utilize an individual approach in dealing with students who experience difficulties in learning. They provide special attention and moral support to students who need extra motivation. In this way, Islamic Religious Education teachers not only help improve students' academic achievement, but also build self-confidence and a willingness to continue learning.

Overall, the role of Islamic Religious Education teachers in improving students' learning motivation at MTsS Lam Ujong is very central. Through a holistic approach involving teaching, moral guidance, and role models, Islamic Religious Education teachers have succeeded in creating a positive learning environment and motivating students to achieve their best potential, both in terms of education and spiritual life.

The role of Islamic Religious Education teachers in improving students' learning motivation at MTsS Lam Ujong Aceh Besar, is very important and multifaceted. Research shows that students' learning motivation has a significant effect on their learning outcomes, with a determination coefficient of 61.5 % indicating that learning motivation is a key factor in academic achievement (Sopiani & Wirdati, 2021). Therefore, PAI teachers must strive to continue to improve student motivation through various effective strategies and approaches.

One strategy that can be applied by Islamic Religious Education teachers is good classroom management, where teachers can create a conducive and interesting learning environment for students. Actively involving students in the learning process, providing appropriate motivation, and implementing cooperative and individualized learning methods have also proven effective in increasing students' interest in learning (Sufiani, 2023). In addition, the use of discussion methods in Islamic Religious Education learning can also increase student motivation, make learning more enjoyable, and encourage students to participate more actively (Rosna, 2023).

Islamic Religious Education teachers also need to pay attention to various obstacles that students may face in the learning process. Research shows that teacher attention and support greatly influence students' learning motivation, especially in challenging contexts such as the pandemic (Prasetyo & Sukarni, 2022). Therefore, teachers must provide genuine concern and create meaningful learning experiences for students (Prasetyo & Sukarni, 2022). In addition, the application of technology in learning, such as the use of interactive applications, can attract students' interest and increase their motivation (Rahmania, 2023).

the context of MTsS Lam Ujong, Islamic Religious Education teachers are expected to be able to apply various innovative learning methods that are relevant to students' needs. For example, cooperative learning methods that allow students to learn in small groups can increase interaction and collaboration between students, which in turn can increase their motivation and learning outcomes (Tambak, 2017). In addition, it is important for teachers to continuously evaluate and improve their teaching methods to suit current developments and student needs (Manizar, 2018).

Overall, the role of Islamic Religious Education teachers in increasing students' learning motivation at MTsS Lam Ujong is very crucial. Through the application of appropriate strategies, genuine attention, and the use of innovative learning methods, teachers can help students achieve their best potential in Islamic religious education.

#### B. Factors Influencing the Effectiveness of the Role of Islamic Religious Education Teachers in Increasing Student Learning Motivation at MTsS Lam Ujong Aceh Besar

The factors that influence the effectiveness of the role of Islamic Religious Education Teachers in increasing students' learning motivation at MTsS Lam Ujong Aceh Besar, are very diverse. These factors relate to internal and external aspects that play a role in determining the extent to which Islamic Religious Education teachers are able to motivate and inspire students to learn well. Here are some factors that influence the effectiveness of the role of Islamic Religious Education teachers:

##### 1. Quality of Teacher-Student Relationships

One of the main factors that influences the effectiveness of Islamic Religious Education teachers is the quality of interpersonal relationships between teachers and students. Teachers who are able to establish good communication, approach students with empathy, and treat them fairly tend to be more successful in increasing students' learning motivation. When students feel supported and understood by their teachers, they are more motivated to learn.

##### 2. Teaching Methods Used

The use of varied and interactive teaching methods is also an important factor in determining the effectiveness of the role of Islamic Religious Education teachers. Learning methods that are monotonous and less relevant to students' daily lives can make them bored and lose interest in learning. Teachers who use engaging approaches, such as discussion, role-play, or project-based learning, can increase students' interest and make them more active in learning.

##### 3. Availability of Facilities and Infrastructure

Supporting facilities and infrastructure, such as comfortable classrooms, complete learning materials, and access to technology, also affect the effectiveness of the role of Islamic Religious Education teachers. At MTsS Lam Ujong, the availability of adequate facilities allows teachers to develop various teaching strategies that are more creative and interesting. Conversely, if the facilities are inadequate, the teaching and learning process can be hampered and reduce student motivation.

##### 4. Teacher Competence and Skill

The competence of Islamic Religious Education teachers in mastering the material and teaching skills greatly determines their effectiveness in increasing student motivation. Teachers who have a deep understanding of Islamic teachings and are



able to explain the material in a way that is easy for students to understand will be more effective in inspiring students. In addition, teacher skills in facilitating discussions, providing personal guidance, and creating a conducive learning environment also affect student motivation.

#### 5. Supportive School Environment

A supportive school environment is also an important factor. Schools that have a culture of discipline, cooperation between teachers and students, and encouragement for achievement tend to encourage students' learning motivation. At MTsS Lam Ujong, if all components of the school, including the principal, other teachers, and parents, work together to support students' education, then the role of Islamic Religious Education teachers in increasing learning motivation will be more effective.

#### 6. Family Factors and Parental Support

Students' learning motivation is also influenced by family factors. Parental support in the form of attention, encouragement to learn, and supervision of learning activities at home greatly helps Islamic Religious Education teachers in carrying out their roles. When students receive full support from their parents, they will be more motivated to learn and appreciate the lessons taught by Islamic Religious Education teachers.

#### 7. Psychological Factors and Emotional State of Students

The psychological state of students, such as self-confidence, interests, and learning goals, also affect the effectiveness of Islamic Religious Education teachers. Students who have high levels of stress, lack self-confidence, or do not have clear goals in learning will find it difficult to be motivated, even though the teacher has tried their best. Therefore, Islamic Religious Education teachers need to understand the psychological condition of students and provide appropriate guidance.

By considering these various factors, Islamic Religious Education teachers at MTsS Lam Ujong can optimize their role in increasing students' learning motivation. Support from the school environment, family, and the use of innovative and relevant teaching methods are key to creating a motivating and enjoyable learning atmosphere for students.

The effectiveness of the role of Islamic Religious Education Teachers in increasing students' learning motivation at MTsS Lam Ujong Aceh Besar, is influenced by various interrelated factors. One of the main factors is the learning method used by the teacher. Technology-based learning methods, such as multimedia, game-based learning, and flipped classroom, have been proven effective in increasing students' learning motivation. Research shows that learning technology can create more interactive and engaging learning experiences for students, which in turn increases their motivation to learn (Leuwol et al., 2023). However, the success of implementing this technology is highly dependent on appropriate instructional design, support from teachers, and the availability of adequate technological infrastructure (Leuwol et al., 2023).

In addition, internal and external factors also play an important role in influencing students' learning motivation. A conducive classroom environment, the role of parents, and students' interest in learning are some of the external factors that can influence their motivation (Gandang, 2022). Research shows that students' learning motivation is greatly influenced by internal factors, such as self-confidence and clear learning goals. Students who have high motivation tend to show better learning outcomes (Saputra et al., 2018; Sopiani & Wirdati, 2021). Therefore, Islamic Religious Education teachers need to understand and manage these factors to create a supportive learning environment.

Interpersonal communication between teachers and students is also a key factor in increasing learning motivation. Teachers who are able to communicate well and build positive relationships with students can increase their motivation to learn (Sidik & Sobandi, 2018). Teachers' creativity in delivering lesson materials also contributes to increasing student motivation. Student-centered

learning that involves interesting methods can make students more enthusiastic about learning (Oktiani, 2017). Therefore, Islamic Religious Education teachers at MTsS Lam Ujong need to develop their communication skills and creativity in teaching.

In addition, emotional and spiritual support from teachers is also important in increasing students' learning motivation, especially in the context of religious education. Islamic Religious Education teachers must be able to provide a deep understanding of the importance of studying religion and how it can be applied in everyday life (Syafrizal, 2023; Setiawan et al., 2018). Thus, the role of the teacher is not only as a teacher, but also as a motivator who is able to inspire students to study harder.

Overall, the effectiveness of the role of Islamic Religious Education Teachers in improving students' learning motivation at MTsS Lam Ujong is influenced by a combination of learning methods used, support from the environment, interpersonal communication, and the teacher's ability to provide emotional and spiritual motivation. Therefore, a holistic and integrated approach is needed to achieve optimal results in the teaching and learning process.

## Conclusion

Islamic Religious Education teachers have a very significant role in raising students' enthusiasm and motivation to learn. Islamic Religious Education teachers not only act as educators, but also as moral guides, role models, and motivators who are able to direct students to study seriously, both in academic and spiritual aspects. Islamic Religious Education teachers at MTsS Lam Ujong use various effective approaches to increase students' learning motivation, including personal approaches, varied teaching methods, and integration of religious values in daily learning. Through good interactions, emotional closeness, and moral guidance, Islamic Religious Education teachers are able to create a supportive and conducive learning environment, so that students feel more motivated to learn. The effectiveness of the role of Islamic Religious Education teachers is greatly influenced by several factors, such as teacher competence, the quality of the relationship between teachers and students, the teaching methods used, family support, and the availability of facilities and infrastructure that support the teaching and learning process. In addition, support from the school environment and family is also an important support in increasing students' learning motivation. Overall, the role of Islamic Religious Education teachers in improving students' learning motivation at MTsS Lam Ujong is very essential. With various efforts and strategies implemented, Islamic Religious Education teachers have succeeded in helping students develop a high spirit of learning and forming good characters, so that students not only gain adequate religious knowledge, but also strong moral values to be applied in everyday life.

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