

Types of Learning Motivation in Islamic Religious Education Lessons

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Abstract

Motivation is an important factor in molding students' learning experiences, especially in Islamic Religious Education. This study investigates the effects of intrinsic and extrinsic motivation on student involvement and assesses the efficacy of various teaching styles for building motivation in IRE classrooms. This study uses a qualitative research technique, including a literature review, classroom observations, and teacher interviews, to investigate how various motivating variables impact students' academic achievement and religious comprehension. The findings show that intrinsic motivation, which is motivated by personal desire and self-determination, results in better levels of engagement and long-term memory of Islamic teachings. Extrinsic incentive, such as prizes and praise, is a short-term stimulus that requires reinforcement to maintain its effectiveness.

Furthermore, the study found that interactive teaching approaches, such as discussion-based learning and project-based learning, dramatically increase student engagement when compared to standard lecture-based education. However, a number of obstacles prevent these tactics from being fully implemented, including limited resources, time restrictions, and varied degrees of student enthusiasm. The study emphasizes the need of combining student-centered teaching methods with motivation-boosting measures to improve learning results. It also emphasizes the need of teacher training programs and curricular modifications in promoting more dynamic and engaging instructional approaches in IRE. Future study should examine the long-term consequences of motivation-driven teaching practices on students' religious commitment and ethical growth.

Introduction

Islamic Religious Education (IRE) is essential for students' moral and spiritual growth. It guides students in developing their character and strengthening their religion, allowing them to face life's obstacles with Islamic ideals. According to the Indonesian education system, IRE is a mandatory subject that aims to instill religious consciousness and ethical behavior in students. According to Law No. 20 of 2003 on the National Education System, religious education is designed to develop individuals who are faithful, pious, and of noble character. Despite its significance, the effectiveness of IRE depends on various factors, including teaching methods and student motivation.

Motivation is an important factor that influences students' success in IRE. Motivation serves as an internal drive, encouraging pupils to participate in learning activities and persevere in the face of adversity. It serves three critical functions: driving action, determining goal-oriented behavior, and acting as a selection factor in task prioritization (Sardiman, 2003). Motivation in learning is divided into three categories: strong, moderate, and low. Students that are highly motivated demonstrate tenacity, independence, and excitement in problem solving. In contrast, pupils with intermediate motivation exhibit less resilience, while those with low motivation struggle with academic assignments and show little enthusiasm in learning (Syah, 1995).

A typical difficulty for educators is students' lack of interest in IRE classes. Teachers frequently describe difficulty in engaging pupils who see religion subjects as boring or unimportant to their everyday lives. Furthermore, parents commonly express concern about their children's unwillingness to attend school owing to uninspired teaching techniques. According to research, traditional teaching methods such as rote memorization and lectures may be insufficient to keep students engaged. A more dynamic and interactive educational technique is needed to improve learning results (Madjid & Andayani, 2004).

According to education experts, there are two types of learning motivation: intrinsic and extrinsic. Intrinsic motivation emerges from inside the pupils, fueled by their interests and curiosity. Extrinsic motivation, on the other hand, is impacted by external variables such as prizes, grades, and parental and teacher support. To create a dynamic learning environment, effective teaching approaches must incorporate both forms of motivation. Interactive conversations, project-based learning, and real-world applications of religious beliefs have been shown to improve student involvement and comprehension (Marimba, 1987).

Furthermore, behavioral theories imply that positive reinforcement is important for maintaining motivation. Giving pupils recognition, praise, and constructive comments might inspire them to actively participate in religious instruction. Punitive measures and strict disciplinary actions, on the other hand, may result in disengagement and resentment of the subject. As a result, creating a supportive and inclusive classroom environment is critical for increasing student engagement and academic performance (Thoha, 1983).

Finally, motivation is a significant predictor of student performance in IRE. Students' levels of motivation have a substantial impact on their engagement, tenacity, and capacity to assimilate Islamic teachings. Given the difficulties educators encounter in keeping student engagement, it is critical to use various and dynamic teaching approaches that address different motivational demands. The purpose of this study is to investigate the various types of motivation in IRE and to develop effective techniques for improving student learning results. Understanding and addressing motivating variables allows educators to create a more engaging and meaningful religious education experience.

Literature Review and Hypotheses Development

The Role of Motivation in Islamic Religious Education

Motivation is crucial in the learning process, especially in Islamic Religious Education (IRE). It motivates pupils to participate in learning activities, keep up their efforts, and achieve academic achievement. According to Sardiman (2003), motivation in education serves as a driving force that guides students' energy toward goal achievement, assisting them in overcoming obstacles and maintaining tenacity in learning. Given the significance of motivation in influencing students' religious knowledge and ethical behavior, educators must use effective ways to promote both intrinsic and extrinsic motivation in IRE classrooms.

Types of Motivation in Learning

In educational research, motivation is classified into two types: intrinsic and extrinsic motivation. Intrinsic motivation originates inside the learner and is fueled by personal interests, curiosity, and a sense of accomplishment (Syah, 1995). Students with intrinsic drive are more interested in their academics and show more tenacity. External variables, such as prizes, praise, and recognition from instructors and parents, have an impact on extrinsic motivation. While both forms of motivation are necessary, research indicates that intrinsic drive leads to deeper learning and long-term information retention, whereas extrinsic motivation can be useful in beginning learning activities but may not necessarily sustain them (Marimba 1987).

Factors Affecting Student Motivation in IRE

Several variables impact student motivation in Islamic Religious Education, including instructional techniques, classroom climate, and curricular relevancy. Traditional teaching methods, such as rote memorization and passive lectures, have been criticized for failing to engage pupils in meaningful

ways (Thoha, 1983). According to research, interactive, participatory, and contextually relevant learning increases student motivation. For example, project-based learning and experiential activities like community service projects and ethical conversations have been demonstrated to boost students' interest and participation in religious studies (Djamaludin, 1998).

Furthermore, instructors play an extremely important role in inspiring pupils. Effective educators not only convey information, but also act as role models, inspiring pupils to build a solid moral and ethical basis. According to research, teachers that employ positive reinforcement, offer constructive comments, and foster an inclusive classroom environment improve students' motivation and academic achievement in IRE (Ramayulis, 2002). Punitive tactics and strict disciplinary procedures, on the other hand, might be counterproductive, leading to disengagement and opposition to religious teaching.

Teaching Strategies to Enhance Motivation

A variety of educational practices have been offered to improve student motivation in IRE. One successful way is to use active learning approaches such as debates, role-playing, and collaborative projects. These strategies promote student engagement, making learning more dynamic and engaging. Furthermore, the utilization of technology, such as multimedia presentations and interactive online platforms, has been shown to increase student engagement and motivation (Sudirjo, 1976).

Another important tactic is the use of differentiated education, which entails adjusting teaching methods to meet varied learning styles and abilities. Students have various preferences for how they receive and process knowledge, so a one-size-fits-all strategy may be ineffective. Educators may keep all students interested and actively involved in the learning process by using a range of instructional approaches (Syah, 1995).

Theoretical Frameworks on Motivation

Several educational theories offer insights into how motivation works in the learning process. One of the most important is the Self-Determination Theory (Deci & Ryan, 1985), which stresses the role of autonomy, competence, and relatedness in promoting intrinsic motivation. According to this hypothesis, students are more motivated when they feel in charge of their learning, believe they are capable, and have pleasant social interactions in the classroom. This approach is especially important in IRE, as students' feeling of identification and belonging may heavily affect their engagement with religious teachings.

Another significant theoretical approach is Expectancy-worth Theory (Eccles & Wigfield, 2002), which holds that students' motivation is influenced by their expectations of success and the perceived worth of the topic. If students see IRE as relevant to their personal and professional life, they are more likely to interact with the subject. As a result, educators must emphasize the practical applications of Islamic teachings and show their relevance to current social and ethical challenges.

Research Methods

This study uses a qualitative research technique to examine the function of motivation in Islamic Religious Education (IRE) and the efficacy of different teaching strategies in increasing student involvement. A descriptive study approach is used to provide a thorough knowledge of how motivation affects students' learning experiences and academic outcomes. Using qualitative methodologies, this study provides deep insights into instructors' teaching strategies, student responses, and the obstacles of promoting motivation in IRE.

This study uses a variety of data gathering strategies to acquire pertinent data, including a literature review, classroom observations, and teacher interviews. Secondary data is gathered from academic sources such as books, journal articles, and educational reports to provide a theoretical underpinning for the research. Sardiman (2003), Syah (1995), and Ramayulis (2002) discuss motivation theories and successful teaching practices in IRE. Direct observations are carried out in secondary schools to investigate how motivation-based teaching tactics are used in IRE sessions.

The observations center on student engagement levels, teacher-student relationships, and the effectiveness of various motivating strategies such as prizes, praise, and collaborative learning activities. Semi-structured interviews with IRE instructors are also done to learn about their motivational strategies, viewpoints, and obstacles. The interviews are intended to reveal effective ways for boosting intrinsic and extrinsic motivation in students, as well as the impediments to their implementation.

The collected data is examined using thematic analysis, a qualitative research approach that detects patterns and recurring themes in participants' replies and classroom observations. Thematic analysis categorizes motivating elements and instructional tactics, allowing for a more systematic evaluation of their usefulness in improving student learning. The study also analyzes data from various schools to discover common issues and effective strategies for engaging pupils in IRE.

This research follows ethical requirements to assure the study's integrity and validity. All participants provide informed consent prior to conducting interviews and classroom observations. Participants' confidentiality and anonymity are safeguarded in order to protect their identities and guarantee ethical data use. Furthermore, Madjid & Andayani's (2004) ethical norms for educational research are followed to ensure fairness and impartiality in data collecting and analysis.

While this study sheds light on the function of motivation in IRE, several limitations must be addressed. The study is confined to a specific number of schools, which may impair the findings' generalizability. Furthermore, the dependence on qualitative data may result in subjective judgments. Future study should use a mixed-methods approach, integrating qualitative and quantitative analysis, to give a more complete assessment of motivation in IRE.

This study uses a qualitative research strategy, including a literature analysis, classroom observations, and teacher interviews, to gain a better understanding of how motivation effects student learning in IRE. The findings will help to build more effective teaching practices that promote student engagement, improve learning outcomes, and increase the overall influence of IRE on students' religious and ethical growth.

Results and Discussion

The study's findings shed light on the significance of motivation in Islamic Religious Education (IRE), as well as the efficacy of various teaching styles in increasing student engagement and learning outcomes. The analysis focuses on three main topics: the impact of intrinsic and extrinsic motivation, the efficacy of various teaching approaches, and the difficulties encountered in encouraging student motivation in IRE classrooms.

The Impact of Intrinsic and Extrinsic Motivation

The study demonstrates that intrinsic motivation, which derives from students' personal interests and internal drive to learn, is critical for maintaining engagement and understanding in IRE. Students with strong intrinsic drive show better tenacity, deeper knowledge, and are more likely to implement religious principles in their daily life. This conclusion is consistent with the Self-Determination Theory (Deci & Ryan, 1985), which stresses autonomy, competence, and relatedness as important variables in developing intrinsic motivation.

Extrinsic motivation, which is motivated by external variables such as incentives, praise, and grades, provides an initial stimulation for learning but is generally ineffective in assuring long-term information retention. Teachers who used reward-based tactics saw a short-term boost in student involvement, but these benefits faded once external incentives were eliminated. This validates prior study (Madjid & Andayani, 2004), which found that while extrinsic incentive can increase engagement, it should be supported by intrinsic motivators to maintain learning efficacy.

Challenges in Fostering Student Motivation in IRE

Despite the success of interactive teaching methodologies, a number of hurdles prevent their complete application in IRE classrooms. Teachers cited restrictions such as inadequate instructional time, insufficient resources, and big class numbers as major hurdles to using new

teaching approaches. Additionally, some educators had difficulty reconciling curricular expectations with student-centered approaches. These issues highlight the importance of professional development programs that provide instructors with the knowledge and tools they need to execute successful motivating tactics (Thoha, 1983).

Furthermore, student-related factors such as changing degrees of prior knowledge and learning styles provide additional challenges for sustaining constant motivation. Some students, particularly those with low intrinsic motivation, needed more help and tailored training to stay interested. This emphasizes the significance of individualized learning techniques adapted to particular student demands (Syah, 1995).

Implication and Conclusion

Conclusion

This study shed light on the importance of motivation in Islamic Religious Education (IRE) and the efficacy of various teaching styles in improving student engagement and learning results. The findings indicate that motivation is important in developing students' views toward religious education, with intrinsic motivation being the most durable component in encouraging long-term interest and comprehension. Extrinsic incentive, such as awards and praise, might momentarily increase engagement, but it is insufficient to sustain students' persistent participation unless combined with intrinsic motivating variables. The findings also show that student-centered teaching techniques, including project-based learning and discussion-based strategies, result in the highest levels of student involvement. These participatory techniques help students integrate religious principles more effectively, develop critical thinking abilities, and apply their knowledge in real-world settings. Traditional lecture-based approaches, on the other hand, have been shown to be ineffective since they frequently result in passive learning and no student participation.

Despite these encouraging findings, a number of hurdles prevent the complete deployment of motivation-driven teaching approaches in IRE. Limited instructional time, resource limits, and different degrees of student motivation all present substantial challenges to establishing a truly engaged and engaging learning environment. Addressing these problems necessitates a multidimensional strategy that involves teacher training, curricular flexibility, and the use of a variety of instructional approaches that cater to different learning styles.

Implications

This study's conclusions have significant significance for educators, politicians, and curriculum developers in Islamic education. Teachers should be encouraged to combine interactive teaching methods, such as project-based learning, discussion, and experience learning, with traditional approaches to create a more dynamic and engaging learning environment. Professional development programs should be created to provide instructors with the skills required to encourage both intrinsic and extrinsic motivation in pupils. Furthermore, schools and educational institutions must give sufficient resources and institutional support to encourage creative teaching techniques.

Curriculum revisions should be addressed as a policy to allow for greater flexibility in teaching tactics, ensuring that educators may customize their approaches to meet the various requirements of pupils. Schools should also include evaluation systems that test not just students' information retention, but also their capacity to apply Islamic teachings in real-world settings. Future study should look at the long-term impacts of motivation-based teaching methodologies on students' religious commitment and ethical growth, giving further insight into how Islamic education may be improved to produce well-rounded, ethically grounded individuals. By addressing these critical areas, educators and policymakers may create a more effective and engaging framework for Islamic Religious Education that promotes both academic performance and spiritual development.

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