

# TEACHER'S STRATEGY OF ISLAMIC EDUCATION IN IMPROVING LEARNING MOTIVATION AT AL-IKHLAS ISLAMIC BOARDING SCHOOL FOR TAHFIDZUL QUR'AN SUKOHARJO REGENCY

---

---

**Nur Afiffah Ragilia, Mohammad Zakki Azani**

*Departement of Islamic Religius Eduaction Universitas Muhammadiyah Surakarta*

*e-mail: afiffahragilia@gmail.com. , m.zakkiazani@ums.ac.id*

**Abstract-***This study aims to determine the condition of students' learning motivation at Tahfidzul Qur'an Al-Ikhlash Islamic Boarding School Sukoharjo Regency, and the examine the strategy used by teacher of Islamic Education in improving learning motivation at Tahfidzul Qur'an Islamic Boarding School Sukoharjo Regency. This research used field qualitative method and phenomenology approach. The research subjects are Teacher of Islamic Educations and student representatives. Moreover, the data collection method used in this research are observation, interview, and documentation. Based on the research, it was found that learning motivation is very important, however to improve learning motivation there are several factors affecting it, they are internal and external aspects. Internal aspect covers the attitude, intelligence, norm, physical, and psychological condition of the subject. On the other hand, external aspect includes teacher, parents, friends who excels in their study, and infrastructures. Moreover, to increase learning motivation, teachers made strategies by: 1) holding a test, 2) assignment, 3) storytelling, 4) giving prizes, 5) giving punishment. In order to study the effectivity of the aforementioned learning strategy, the researcher utilized learning criteria of pembelajaran aktif (active learning), inovatif (innovative), kreatif (creative), efektif (effective), dan menyenangkan (and fun) (PAIKEM) strategy. It can be concluded that the teacher's strategy used in the learning process is considered as less innovative and less fun.*

**Keywords:** Teacher' Learning Motivation, Tahfidzul Qur'an

**Abstrak-***Penelitian ini bertujuan untuk: Untuk mengetahui kondisi motivasi belajar satriwati di Pondok Pesantren Tahfidzul Qur'an Al-Ikhlash di Kabupaten Sukoharjo, Untuk mengetahui strategi guru PAI dalam meningkatkan motivasi belajar di Pondok Pesantren Tahfidzul*

*Qur'an Al-Ikhlas di Kabupaten Sukoharjo. Metode penelitian ini menggunakan metode kualitatif lapangan. Pendekatan penelitian yang digunakan ialah pendekatan fenomenologis. Subjek penelitian ini adalah guru PAI dan beberapa perwakilan peserta didik. Teknik pengumpulan data yang digunakan pada penelitian ini ialah observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa motivasi belajar sangatlah penting, namun dalam meningkatkan motivasi belajar ada faktor yang mempengaruhinya dari segi internal dan eksternalnya. Dari segi internalnya yaitu sifat, kebiasaan, kecerdasan, kondisi fisik dan psikologis. Sedangkan eksternalnya yaitu guru, orang tua, teman berprestasi, sarana dan prasarana. Untuk meningkatkan motivasi belajar guru membuat strategi yaitu dengan : 1) mengadakan ulangan, 2) tugas, 3) bercerita, 4) memberikan hadiah, 5) memberi hukuman. Untuk menilai keefektifan strategi pembelajaran tersebut, maka penulis meneliti berdasarkan kriteria strategi pembelajaran aktif, inovatif, kreatif, efektif dan menyenangkan (PAIKEM), sehingga disimpulkan bahwa strategi yang guru gunakan dalam proses pembelajaran dinilai kurang inovatif dan menyenangkan.*

**Kata Kunci:** Motivasi Belajar, Strategi Pembelajaran, Tahfidzul Qur'an

## **INTRODUCTION**

Education is the most important aspect of a country, because education will prepare students to become brilliant scholars with vast knowledge and insight, so that in the future, they could offer their service for the prosperity of their country and society. In this case, a teacher is the most crucial factor to boost students' learning motivation. One of the teacher strategies to build up students' learning quality is by establishing several motivation boost methods and strategies. If the teacher's strategy works well with the established learning process, then the result is in the form of an advanced learning performance. To achieve maximum learning performance with satisfying results, teachers must pay careful attention to several factors that contribute to its development.

There is an Islamic boarding school of Tahfidzul Qur'an (Quran memorization) located in sub-district Mojolaban, Sukoharjo regency namely Tahfidzul Qur'an Al-Ikhlas Islamic Boarding School. This boarding school is not only focusing on their tahfidz program, they are also actively educating their children with regular subjects, especially Islamic Education and other school lessons. In total, they have two

education programs for Mutawasithah/Junior High School and Tsanawiyah/Senior High School with separate buildings each for male and female students. This study however, would be focusing only on the female students because of reasons that makes it impossible for the researcher to conduct a research in male students headquarter, one of the reasons is the limit of communication and the relatively further distance from their counterpart, female headquarter. Based on this information, the researcher presents an in-depth study entitled “Teacher’s Strategy of Islamic Education in Improving Learning Motivation at Al-Ikhlash Islamic Boarding School For Tahfidzul Quran, Sukoharjo Regency”.

## **RESEARCH METHOD**

This study used field research as its methodology and the researcher was also using a descriptive research which concerns with description of a phenomenon that occurs within the research object. This research was conducted at Tahfidzul Quran Al-Ikhlash, Goresan 8<sup>TH</sup> Neighbourhood, 2<sup>nd</sup> Hamlet, Demakan, sub-district Mojolaban, Sukoharjo regency, Central Java 57554. This research used phenomenological research where the researcher travels to the object field to conduct an observation about a phenomenon in its natural condition.<sup>1</sup> for this occasion, used primary and secondary data, the research decided to use these following techniques:

a. Observation

As stated by Syauidih N in his book *Djam’an Satori*, observation is a technique of data collection by monitoring an ongoing activity.<sup>2</sup>

b. Interview

In the book titled *Djam’an Satori*, according to Sundjana, interview is a process of data collection or information from a face to face meeting between the interviewer and the interview.<sup>3</sup>

c. Documentation

Document is the record-keep of an event that leads to a conversation related to private matters that needs interpretation closely related with the context of the recorded event.<sup>4</sup>

---

<sup>1</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Pt. Remaja Rosdakarya, 2013), page 26.

<sup>2</sup>Djam’an Satori dan Aan Komaroiah, *Metodologi penelitian kualitatif*. (Bandung. Alfabeta. 2013) page.105

<sup>3</sup>Djam’an Satori dan Aan Komaroiah, *Metodologi penelitian kualitatif*. (Bandung. Alfabeta. 2013) page.130

<sup>4</sup>Bungin, Burhan, *Metodelogi Penelitian Kualitatif :Aktualisasi Metodologis keArah Ragam Varian Kontemporer*. (Jakarta: Rajawali Pers, 2012), page. 142

## **RESULTS AND DISCUSSIONS**

### **1. Learning Motivation at Al-Ikhlās Islamic Boarding School For Tahfidzul Quran Sukoharjo Regency**

Motivation is a process of stimulation to encourage students to be active in learning. The success of the teaching and learning process are influenced by student's learning motivation, therefore, in order to achieve learning goals, it is necessary to have a motivation. According to the results, taken from the research conducted by the researcher at Al-Ikhlās Islamic Boarding School For Tahfidzul Quran, Sukoharjo Regency, it was revealed that motivation in learning is important, however the learning motivation of this Islamic Boarding School is classified as standard/mid. Moreover to improve the learning motivation, there are several factors that can affect it, these factors are divided into two categories as follows:

#### **a. Internal Factor**

##### **1) Attitude, norm, intelligence**

Students who have high morale, good habits, and average or above average intelligence, must have high learning motivation, because internally they already have intrinsic motivation (motivation from within themselves), therefore they are inclined to push themselves and be ambitious in learning so that he can achieve the expected goals, on the contrary if the student has bad qualities, bad habits, and low intelligence they will also have low learning motivation. one of the supporting motivation in increasing learning motivation in Islamic Education is by pushing the narrative that learning will provide great benefits in their lives. However, one of the inhibiting factor of this is because Islamic Education matter tends to use Arabic language, this makes the lesson a little difficult to understand.

##### **2) Physical Condition**

Physical condition also greatly affects learning motivation. If students have an unhealthy body, it will affect their learning motivation so that learning becomes less enthusiastic, less focused, and vice versa. If they have a healthy physical condition, learning will also resulted in a more interesting and enthusiastic manner. Ustadzah Anis and one of the students revealed that one of the obstacles that hinders learning, especially Islamic Education, is an unhealthy physical condition. This condition could cause fatigue, sleepiness, and focus trouble during lessons.<sup>5</sup>

---

<sup>5</sup>Interview result of Ustadzah Anis as teacher of Islamic Education dated 23

**a. External Factors**

1) Teachers

This is in accordance with the results of an interview, which founded that one of the supporting factors in increasing learning motivation in Islamic Education is the encouragement of Ustadzah/teacher who motivates the students to study harder. This is reinforced by the opinion of one of the students who stated that, one of the examples of their supporting factors is by meeting/ conversing with the Ustadzah who received a scholarships abroad, experiencing various teaching methods used by the teachers, and also the use of learning media would help increase students learning motivation of Islamic Education subject.<sup>6</sup>

2) Parents

Parents are the first educators for children, so the success of students' learning is influenced by parents. If parents educate their children well, they will have good learning motivation so they can make their parents proud. this is in accordance with the results of interviews with Ustadzah Anis and one of the students, where they stated that parents are one of the supporting factors in increasing learning motivation.<sup>7</sup>

3) Friends who excel in their study

Friends who excel are also a supporting factor, so they can encourage other students to be more active in learning Islamic Education lessons so that they can achieve their own learning success.

4) Infrastructures

Based on the research result, infrastructure can also affect the learning process. The reason is because limited facilities can also limit teachers use of teaching method and media.

**2. Teacher of Islamic Education Strategies In Improving Learning Motivation at Al-Ikhlash Islamic Boarding School For Tahfidzul Quran Sukoharjo Regency**

Based on research results that the researcher conducted at the Tahfidzul Qur'an Al-Ikhlash Islamic Boarding School, Sukoharjo

---

March 2022

<sup>6</sup>Interview result of Ustadzah Anis as teacher of Islamic Education dated 23 March 2022

<sup>7</sup>Interview result of Ustadzah Anis as teacher of Islamic Education dated 23 March 2022

Regency, to increase the motivation to learn Islamic Education lessons the teacher needs a strategy, that is by giving tests and assignments, providing interludes before classes begun with stories of the Prophet and his companions at subjects that are more difficult so that students do not feel bored, gives prizes for students who can complete assignments well, and also provides punishment for those who failed to do assignments.<sup>8</sup> Based on research results, the teacher's strategy as follows:

- 1) Holding a Test  
If the teacher gives a test, the students will prepare themselves by studying hard in order to get good grades.
- 2) Giving Assignments  
When the teacher gives assignments, students will learn directly in order to complete the assigned tasks
- 3) Storytelling  
If the learning process that is taking place seems too complicated and the students look bored and sleepy, the teacher should intersperse with stories such as about the teacher's experience, the story of the prophet and his companions, so that the students can refocus themselves and remain enthusiastic to continue learning.
- 4) Giving Gifts  
The teacher can give whoever can complete their assignments well some sort of gifts, in order to motivate other students to be active in learning and receive gifts similar to those who did well in their studies.
- 5) Punishment  
Punishment is also needed as a strategy to improve students' learning motivation, so that those who fail to do their assignments will be punished. This will encourage students to study hard to avoid punishment.

### **3. Strategy in Improving Learning Motivation based on Criteria of Pembelajaran (Learning), Aktif (Active), Inovatif (Innovative), Kreatif (Creative), Efektif (Effective), Dan Menyenangkan (and Fun) (PAIKEM) Strategy**

In increasing learning motivation, teachers can use active learning strategies that are considered effective and efficient when practiced in classroom teaching. PAIKEM is an active learning strategy carried out by teachers with certain methods and various teaching media accompanied

---

<sup>8</sup>Interview result of Ustadzah Anis as teacher of Islamic Education dated 23 March 2022

by pleasant environmental arrangements so that the learning process becomes active, innovative, creative, effective, and fun.<sup>9</sup>

Meanwhile, PAIKEM criteria are as follows:<sup>10</sup>

**PAIKEM CRITERIA**

<b>Active Criteria</b>	<b>Innovative Criteria</b>
Students performing an activity and critically thinking what it is about: 1. Write 2. Discuss 3. Debate 4. Troubleshooting 5. Asking questions 6. Answering questions 7. Explain 8. Analyze 9. Investigate 10. Synthesize 11. Evaluate	1. New activities available 2. New ideas available 3. Utilizing new approach, methods, and media 4. Learning process modification is available
<b>Creative Criteria</b>	<b>Effective Criteria</b>
Critical thinking 1. Constructive Problem Solving 2. Innovative Ideas 3. Convergent thinking (best problem solver) 4. Divergent thinking (various problem solving alternatives) 5. Flexibility in thinking (seeing from multiple points of view) 6. Open minded	The achievement of learning, can be in the form of: 1. Students mastering the concept 2. Students are able to use the concept in simple problems 3. Students can produce a certain product 4. Students are motivated to study harder
<b>Joyful Criteria</b>	
Learning is in progress with these following atmosphere: 1. Interactive 2. Dynamic 3. Interesting 4. Cheerful 5. Attractive 6. Lively	

After the authors conducted a research on Islamic Education learning strategies that took place at Al-Ikhlas Islamic Boarding School For Tahfidzul Quran, Sukoharjo Regency based on the criteria of active,

<sup>9</sup>Rudi Hartono, *Ragam Model Mengajar yang Mudah diterima Murid*. page. 135

<sup>10</sup>Remiswal dan Rezki Amelia, *Format Pengembangan*, page.60.

innovative, creative, effective, and fun learning strategies (PAIKEM), there has been some findings as follows:

**a. Active Learning**

Active learning is a learning process that involves teachers and students to be physically, mentally, emotionally, morally, and spiritually active. Teachers must be able to motivate their students to always develop meaningful learning experiences and think about what lesson they have learned, and also the teacher must let their students to be involved in the learning process.<sup>11</sup>

Based on the results of the research, before the teacher begins their lesson, they ask questions related to last week's material so that the teacher can know the limits of students' understanding of the lesson, then the teacher asks about the meaning or definition of the title that will be studied.<sup>12</sup> Based on the results of class observations, the researcher found out that teachers used active learning for Islamic Education lessons by asking questions related to last week's material, and about the title definition that will be studied that day. Then the students were given the chance to answer the teacher's questions, although some of the answers were not correct, the teacher then later reveals them the correct answer.<sup>13</sup> Based on PAIKEM criteria, this learning process is considered as active.

**b. Innovative Learning**

Innovative learning is a learning process that is new or different.<sup>14</sup> The intended innovation is a new learning activity, both in terms of the teacher as a facilitator, and also students who are learning. In the learning process, the teacher does not only use textbooks as a reference, but the teacher can apply new methods and learning media that are suitable or relevant to the ongoing lesson.

Based on the results of the interviews described by the researcher, when teachers teach Islamic Education lessons, they do not only rely on books, but teachers also use other book references to explain material that is difficult to understand.<sup>15</sup> However, the

---

<sup>11</sup>Jamal M'mur Asmani, *7 Tips Aplikasi PAKEM*, (Yogyakarta : DIVA Press, 2014), page. 59-60.

<sup>12</sup>Interview with ustadzah Anis dated 27 March 2022

<sup>13</sup>Result of Observation at Tahfidzul Qur'an Al-Ikhlâs Islamic Boarding School dated 28 March 2022

<sup>14</sup>Suyadi, *Strategi Pembelajaran Pendidikan Karakter*, (Bandung: PT. Remaja Rosdakarya, 2013), page. 177.

<sup>15</sup>Interview with ustadzah Anis dated 27 March 2022



result is different from the observations made by the researchers in the classroom during the lesson, when the teacher explains the Islamic Education subject matter, the teacher only relies on their textbooks, and there are no new learning methods and media, and there are no activities and modifications in the learning process.<sup>16</sup> Based on PAIKEM criteria, their learning process of Islamic Education lessons is considered less innovative.

**c. Creative Learning**

Creative learning is the teacher's effort to motivate and shape students' creative thinking during the lesson. Creative learning is a strategy where teachers allowed to present varied learning activities in order to improve students' abilities. Based on the research result, after the study material had been delivered, the teacher gave the students assignments to test students ability to solve the problems by themselves after the class.<sup>17</sup> According to the researcher's classroom observations during the learning process, students were able to think critically and share their ideas regarding the assignments given by the teacher. Based on PAIKEM criteria, this learning process is considered as creative.<sup>18</sup>

**d. Effective Learning**

Effective learning is the learning outcomes where students can master the study material that has been taught. Learning has goals that must be achieved, if learning is only about being active and fun then it isn't considered as an effective learning.<sup>19</sup> Based on the results of the research, the most important thing in the learning process is that students can understand and master the material that has been taught. Before the learning process started, the teacher leads the class to stay focused on the lesson and between the study materials the teacher always make sure that the students understood and ask the students if they have any further questions in regard to the materials being explained thus far, and then pointed to random students to ask them a question in order to find out the limit of their knowledge during this class.<sup>20</sup> Based on PAIKEM

---

<sup>16</sup>Result of Observation at Tahfidzul Qur'an Al-Ikhlash Islamic Boarding School dated 28 March 2022

<sup>17</sup>Interview with ustadzah Anis dated 27 March 2022

<sup>18</sup>Result of Observation at Tahfidzul Qur'an Al-Ikhlash Islamic Boarding School dated 28 March 2022

<sup>19</sup>Aan komariah dan Cepi Triana, *Visionary Leadership Menuju Sekolah Efektif*, (Bandung, Bumi Aksara, 2005), page.34

<sup>20</sup>Interview with ustadzah Anis dated 27 March 2022

criteria, this learning process is considered as effective.

**e. Joyful Learning**

Joyful/fun learning is the teacher's strategy in creating a pleasant atmosphere so that students can focus on their thoughts, their attention to Islamic Education lessons while they are in progress.<sup>21</sup>

Based on the results of interviews and observations, following are the methods being used by the teachers in the classroom; materials being delivered using direct lectures, interaction through question and answer methods, and giving assignments and discussions during or after class. Based on this result, it could be inferred that the learning process consisted of only by listening and paying attention through Teacher of Islamic Education's lecture, this method makes the lesson and learning process monotonous and boring.<sup>22</sup>

## CONCLUSSION

It was concluded that the learning motivation at Al-Ikhlis Islamic Boarding School ForTahfidzul Quran was still classified as standard, It indicates that the learning motivation of the students is sometimes increasing and decreasing due to several factors that influenced it. Based on the factors that could influence learning motivation in Islamic Education subjects, it can be concluded that: a) Internal Factor: Attitude, Intelligence, Norm, Physical and Psychological, b) External Factors: Teacher, Parents, Friends who excels their study, Infrastructures. To increase learning motivation in Islamic Education subjects, teachers need to make strategies so that students are active in learning, it can be concluded as follows: Holding a Test, Giving Assignments, Story Telling, Prizes, Punishment. After conducting research and observations on the learning process carried out at the Tahfidzul Qur'an Islamic Boarding School Sukoharjo Regency to see the effectiveness of the strategies that the teachers use in the learning process, the researcher examined the process based on the criteria of *Pembelajaran Aktif* (Active Learning), *Inovatif* (Innovative), *Kreatif* (Creative), *dan Menyenangkan* (and Fun) (PAIKEM) learning strategies, the result can be concluded as follows: **a) Active Learning:** Based on PAIKEM criteria, this learning process is considered as active, **b) Innovative Learning:** Based on PAIKEM criteria, their learning process of Islamic Education lessons is considered

---

<sup>21</sup>Jamal Ma'mur Asmani, *7 Tips Aplikasi PAKEM....*, page. 60-61

<sup>22</sup>Result of Observation at Tahfidzul Qur'an Al-Ikhlis Islamic Boarding School dated 28 March 2022

*Nur Afiffah Ragilia, Mohammad Zakki Azani*

less innovative, **c) Creative Learning:** Based on PAIKEM criteria, this learning process is considered as creative, **d) Effective Learning:** Based on PAIKEM criteria, this learning process is considered as effective, **e) Joyful/Fun Learning:** Based on PAIKEM criteria and based on this result, it could be inferred that the learning process consisted of only by listening and paying attention through Teacher of Islamic Education's lecture, this method makes the lesson and learning process monotonous and boring.

## **BIBLIOGRAPHY**

- Bungin dan Burhan. 2012 *Metodelogi Penelitian Kualitatif :Aktualisasi Metodologis kearah Ragam Varian Kontemporer*. Jakarta: Rajawali Pers.
- Djamarah ,Syaiful Bahri Djamarah. 2005. *Guru dan Anak Didik*. Jakarta: Rineka Cipta.
- Hamalik, Oemar. 2008. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.
- Hamzah dan Nurdin Mohamad. 2015. *Belajar dengan Pendekatan ISLAMIC EDUCATIONLKEM*. Jakarta: PT Bumi Aksara.
- Hartono, Rudi. 2014. *Ragam Model Mengajar yang Mudah diterima Murid*. Yogyakarta: Diva Press( Anggota IKAPI).
- Komariah, Aan dan Cepi Triana. 2005. *Visionary Leadership Menuju Sekolah Efektif*. Bandung, Bumi Aksara.
- Moleong, Lexy J. 2013. *Metodologi Penelitian Kualitatif*. Bandung: Pt. Remaja Rosdakarya.
- Mujamil, Qomar.2002. *Pesantren dari Transformasi Metode Menuju Demokrasi Instuisi*, (Jakarta: Erlangga.
- Satori, Djam`an, dkk. 2013. *Metodologi penelitian kualitatif*. Bandung : Alfabeta.
- Sugiyono. 2011. *Metodologi Penelitian Pendidikan, Pendekatan Kuantitatif Kualitatif dan R & D*. Bandung: Afabeta.
- Sunhaji. 2009. *Strategi Pembelajaran*. Purwokerto: STAIN Press.
- Suyadi. 2013. *Strategi Pembelajaran Pendidikan Karakter*. Bandung: PT. Remaja Rosdakarya.
- Uno, Hamzah B .2008.*Teori Motivasi dan Pengukurannya* .Jakarta: Bumi Aksara.

Warsono dan Hariyanto. 2013. *Pembelajaran Aktif Teori dan Asesmen*.  
Bandung: PT Remaja Rosdakarya.