

The Role of Teacher Strategies in Increasing Student Motivation in Aqidah Akhlak Subjects

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ABSTRACT

A concise and factual abstract is required. The abstract should state that this study aims to determine student learning motivation, teacher strategies, and supporting and inhibiting factors in increasing Aqidah Akhlak's learning motivation. The descriptive qualitative approach is research that describes stimuli and events factually and systematically regarding the factors, characteristics, and relationships between phenomena owned to do the basics only. The research uses a credibility or trust test to assess the results. The main findings of this study show that students' Aqidah Akhlak learning motivation can be increased by applying various creative learning methods, appropriate reward strategies, and adjustments to student needs. Supporting factors include student enthusiasm, teacher competence, learning facilities, a conducive environment, positive friends, and family support. Meanwhile, the inhibiting factors include unsupportive family conditions, less than optimal student and teacher health, a less conducive classroom environment, and negative peer influence.

Keywords:

Aqidah Akhlak,
Learning Motivation,
Teacher Strategy

INTRODUCTION

Educational institutions are deliberately organised to pass on and develop knowledge, skills and expertise by the older generation to the next generation, The existence of education some humans try to improve their level of life through education. There is a strong relationship between a person's level of education and his social level of life. If a person's education is advanced, his life is also advanced and vice versa. The purpose of Islamic Education is the formation of morals and character that can produce people who are good men or women, clean souls, strong wills, right ideals and high morals, know the meaning of obligation and implementation, respect for human rights, know the difference between good and bad.

Education is a conscious effort made by the government, through guidance, teaching, and/or training activities, which take place in school and out of school throughout life, to prepare students to be able to play roles in various environments appropriately in the future. Education is programmed learning experiences in the form of formal, non-formal, and informal education in school and out of school, which takes place throughout life aimed at optimising. Consideration of individual abilities, so that in the future they can play the right role in life. Professional maturity (the ability to educate), namely paying attention and loving attitudes towards students and having sufficient knowledge of the background of students and their development, having skills in using educational methods (Maunah 2009).

Education is teaching organised in schools as formal educational institutions. Education is all the influence that schools seek to have on children and adolescents who are handed over to have perfect abilities and full awareness of their social relationships and duties (Maunah 2009).

In the entire educational process, teaching and learning activities are the most important activities, this means that the success or failure of achieving educational

goals depends a lot on how the teaching and learning process is designed and carried out professionally.

Every teaching and learning activity always involves two active actors, namely teachers and students. The teacher as a teacher is the creator of student learning conditions that are designed deliberately, systematically and continuously. However, the child as the subject of learning is the one who enjoys the learning conditions created by the teacher (Fathurrohman and Sutikno 2017).

Learning in the field of Aqidah Akhlak's study cannot be separated from motivation in learning it. This is based on an awareness that Aqidah akhlak is a lesson that can lead a person to have behaviour that is to the pattern of life by Islam which provides teachings for humanity adherents to prioritise and prioritise a lifestyle that is in harmony with Islamic religious rules. Therefore, teachers must have the ability in everything to bring their students to achieve the desired goals and results. In formal education, we know that teachers as administrators must be able to organise educational programmes as well as possible. An aspect that concerns the smooth running of education is the responsibility of the teacher. As in classroom management, teachers as educators must be able to motivate students to learn as well as possible, so as to achieve the desired educational goals.

Being a creative, professional and fun teacher requires the ability to develop approaches and choose effective learning methods, this is especially important for creating a conducive and enjoyable learning climate. The way a teacher conducts a learning activity may require different approaches and methods for that purpose (Mulyasa 2010).

According to the author, teachers are very important in providing motivation, encouraging and providing positive responses to revive the enthusiasm of students who have declined. Therefore, to achieve the desired educational goals, teachers are expected to have several learning strategies that can inspire students to learn pleasantly and pleasantly. So that it does not seem that the teacher can only convey subject matter to students without paying attention to the abilities of each student. Seeing all of this, to obtain optimal educational goals, a teacher strategy is needed to motivate student learning. Using several strategies, a teacher must master various methods of delivering the right material in motivating students according to the material being taught and the ability of the students who receive it. Therefore, teachers must be good at choosing and using the strategies that will be used.

Based on the teaching context, the strategy is intended as a teacher's teaching effort in creating an environmental system that allows the learning process to occur so that the learning objectives that have been formulated can be achieved and successful. Therefore, a teacher is required to have the ability to organise in general the components of learning so that there is an interrelation of functions between learning components. Strategy means the choice or pattern of learning activities taken to achieve effective goals. In learning activities students need something that allows them to communicate well with teachers, friends, and their environment, the need for guidance, assistance, and teacher attention is different for each student. To create an atmosphere that fosters a passion for learning, and improving learning achievement, they need a good organisation of the learning process. The teaching and learning process is a series of teacher activities to foster the organisation of an effective teaching and learning process, which includes: teaching objectives, arranging the use

of free time, arranging space and equipment in the classroom, and grouping students in learning.

To be able to improve the quality of students, a teacher must be able to guide them by using the right teaching strategy so that the goals that have been set can be achieved properly, in other words, the learning process that only sits, listens, writes, memorises is still less effective to apply.

Teaching itself is not just standing in front of the class and lecturing. But more than that, a teacher must know how the teacher's techniques and strategies in providing learning materials, interacting, organising, and managing the class. The key to success in teaching is when the teacher has mastered the methods and learning materials well.

The low motivation of students to learn is that there is no encouragement in students in learning activities and there is no direction for learning to make them not enthusiastic, as well as the lack of teacher strategies in delivering subject matter to cause lack of communication and teachers only pursue material targets instead of motivating students to be active in learning. Low motivation in learning can also be caused by the methods used in learning are still dominated by the limitations of the methods used, which ultimately causes the learning atmosphere to be less active. For this reason, a teacher needs to create a learning atmosphere that involves students more so that students' learning motivation can increase.

In the teaching-learning process, teachers must have a strategy, so that students can learn effectively and efficiently, hitting the expected goals. One of the steps to having a strategy is to master presentation techniques, usually called teaching methods (Roestiyah 2012).

Based on the results of observations made at MTs Attaufiq Padaelo, Tanete Rilau District, Barru Regency by interviewing Islamic religious education teachers in this case the Aqidah Akhlak Subject Teacher, it was found that the decline in student motivation in the learning process resulted in decreased student exam results due to lack of student attention when the teacher provided subject matter in the subject of aqidah akhlak, although these students did not overall improve in terms of academic learning, but in terms of application of Aqidah Akhlak material it was good according to the teacher. This is an interesting thing to research about the strategies used by teachers at MTs Attaufiq Padaelo Tanete Rilau District, Barru Regency.

In motivating students to learn, a teacher does not only have to use one type of strategy but uses a series of strategies that encourage each other to be effective in learning. But what is clear from each existing strategy is that there are limits of goodness and weakness not only in certain learning materials but also in certain situations. Therefore, the situation factor also determines whether a strategy is effective or not.

The teacher's strategy for increasing students' learning motivation is very large. If a teacher is successful in planning, designing, implementing and evaluating the learning process, it can be said that the performance as a teacher is professional. However, feedback from students must also be considered, whether the response is positive or negative.

At MTs Attaufiq Padaelo, teachers are faced with complex situations, such as students who are lazy to learn, students who are not active in participating in lessons, even class XII students will soon carry out various exams such as end-of-semester exams, try out exams, school exams, and national exams.

Some previous studies related to teacher strategies in increasing student learning motivation in aqidah akhlak lessons, research (Darmawati 2020) show the position of Lecturers as educators, teachers, trainers, mentors and assessors of learning outcomes. Islamic Religious Education lecturers at the Al Gazali Barru College of Administrative Sciences (STIA) improve the quality of Islamic religious education by preparing interesting and varied learning media through IT-based media, assigning students to best practice religious values by the science of the State Administration study programme, updating contemporary religious issues without having to leave the structure of the Islamic religious education curriculum. Research (H. Mufidurrahman 2021) The strategies used in improving students' affective at MA Nurul Jadid Religious Programme are: traditional learning strategies that directly teach good and bad values. The free strategy is that the teacher teaches good and bad values then students are given freedom in determining the value they choose. The reflective strategy is to provide material about values then the teacher shows it in cases of daily life and the transinternal strategy is that teachers and students are both involved in an active communication process that not only involves verbal and physical communication, but involves inner communication between the two. While the results of teacher learning in improving the affective of MA Nurul Jadid Religious Program students are very good with a percentage of 94.9%, this is obtained from the results of data analysis and the results of questionnaires measuring the affective domain of students. The difference between this research and the author's research is the Teacher's Strategy in increasing Student Learning Motivation in Aqidah Akhlak Subjects at MTs Attaufiq Padaelo District Tanete Rilau Barru Regency while the similarity is only in the Teacher's Strategy.

Research (Erniyati 2014) on Aqidah Akhlak learning methods applied by Religious Teachers at Madrasah Aliyah Muhammadiyah 1 Medan in class X, class XI and class XII is by using varied and various methods. Some of these methods are the lecture method, question and answer method, drill method (assignment), group discussion method, matzah method and broth method. The application of learning methods carried out by Aqidah Akhlak teachers in class X and classes XI, XII Madrasah Aliyah Muhammadiyah 1 Medan is adjusted to the material being taught so that the appropriate application is liked by students and can facilitate students' understanding of the material taught in class. The application of Aqidah Akhlak learning methods to students has no significant obstacles because using a variety of methods is a solution to the problems experienced in the teaching and learning process in class to facilitate students' understanding of the material taught. Research (Iswahyuni 2017) showed that the description of social studies learning motivation of students of SMP Negeri 4 Sungguminasa Gowa Regency is in the high category, the description of social studies learning achievement of students of SMP Negeri 4 Sungguminasa Gowa Regency is in the high enough category, the influence of social studies learning motivation of students of SMP Negeri 4 Sungguminasa Gowa Regency is in the medium category.

The objectives of this study are as follows: (1) To determine the Aqidah Akhlak learning motivation of students in increasing learning motivation at MTs Attaufiq Padaelo Tanete Rilau District Barru Regency. (2) To find out the teacher's strategy in increasing students' learning motivation at MTs Attaufiq Padaelo Tanete Rilau District, Barru Regency. (3) To find out the factors that support and hinder the teacher's

strategy in increasing students' learning motivation in Aqidah Akhlak subjects at MTs Attaufiq Padaelo Tanete Rilau District, Barru Regency.

METHOD

This type of research is research with a qualitative approach that is descriptive, namely research that provides a description of stimulation and factual and systematic events regarding the factors, characteristics, and relationships between phenomena that are owned to do the basics only. This research presents descriptive data in the form of written or oral data from informants and behaviour to be observed, because researchers aim to provide a complete and in-depth view of the subject under study (Poerwandari 2017). Descriptive research is conducted with the aim of describing systematically the facts and characteristics of the subject or object under study precisely, to obtain a variety of problems related to the field of education (Muhajir 2016).

Qualitative methods, favour observation, interviews, documentation, and have many features, among others: a means of presenting the views of the subject under study, presenting a thorough description and similar to what the reader experiences in everyday life, providing an assessment or context that contributes to the meaning of the phenomenon in the context under study.

This research uses a type of field study, which is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, either at the level of an individual, group of people, institution, or organisation to gain in-depth knowledge about the event. Usually, the selected event, hereinafter referred to as the case, is an actual thing (real-life event), which is ongoing, not something that has passed (Rahardjo 2017).

RESULTS AND DISCUSSION

Teachers in implementing their strategies certainly also need preparation as an initial stage. In this study, the teacher's strategy in question is a way that the teacher optimising the activities of the learning process for students, namely starting from the approach to students, so the teacher must be able to understand the background conditions of students, then the teacher also becomes a role model for students, so that later students can imitate and practice what he can when in madrasa in his daily life.

Then based on the results of research that has been obtained when in the field, the condition of students is very diverse, it is influenced by background factors, both when students leave at home, are in the community, even when students are with their friends, so in increasing the motivation of students to learn a teacher must be able to overcome this. With high-flying hours or teacher, experience gained over many years of teaching in school institutions, of course, all of these things the teacher has memorised and can be optimised to make students even better at learning. If when learning takes place students experience problems then immediately the teacher can overcome them.

The teacher's strategy in increasing student learning motivation in Aqidah Akhlak subjects at MTs Attaufiq Padaelo, Tanete Rilau District, Barru Regency is a lot, starting from the first is the use of learning methods from the lecture method to the demonstration method, then the teacher uses learning strategies, instilling strong

aqidah, to providing life motivation that later children will be able to apply in everyday life.

On 17 July 2024 the researcher conducted his research for the first time, by making observations as well as research contracts to teachers who would be used as research objects or informants in order to help complete the thesis task. Then there are two aqidah akhlak teachers at MTs Attaufiq Padaelo Tanete Rilau District, Barru Regency, namely Mr Syam and Mrs Sarti.

1. Motivation of Aqidah Akhlak Learners in Improving the Learning Motivation

The results of the research can motivate students to learn Aqidah Akhak increasing students' learning motivation in Aqidah Akhak subjects at MTs Attaufiq Padaelo Tanete Rilau District, Barru Regency. The results of this study need to be maintained and improved. The details of the findings are as follows:

First, teachers use various learning methods that can increase students' learning motivation such as lecture method, discussion method, question and answer method, memorising method, presentation method, group work or project-based method and demonstration method. Second, applying interactive learning methods that are carried out when learning takes place. Third, building a good relationship with students and relating the material to their daily experiences. Fourthly, providing constructive feedback and creating a supportive learning environment so that students feel motivated to actively participate.

2. Teacher's Strategy for Improving Students' Learning Motivation

The results of research on teacher strategies in increasing student learning motivation at MTs Attaufiq Padaelo Tanete Rilau District, Barru Regency. The results of this study need to be maintained and improved. The details of the findings are as follows:

Firstly, equalising the position at the beginning of learning and clarifying the objectives to be achieved in the learning process and the final learning outcomes. Second, adjusting the motivation given by the teacher to students according to the problem. Third, using interesting learning variations/methods. Fourth, giving praise is used by Aqidah Akhlak teachers at school to motivate students, because students like to be praised, with praise will please children's feelings so as to arouse student enthusiasm.

3. Factors that Support and Obstruct Teachers' Strategies in Improving Students' Learning Motivation in Aqidah Akhlak Subjects

a. Inhibiting Factors

The supporting factors for the teacher's strategy in increasing student learning motivation in Aqidah Akhlak subjects at MTs Attaufiq Padaelo, Tanete Rilau District, Barru Regency are as follows:

First finding, the school environment, and comfortable learning environment conditions will add to the pleasant learning atmosphere so that it will make it easier for students to understand the material presented. Second, family environment, the family situation at home is also very influential on the success of children in the family. Parents' education, economic status, home residence, presentation of parental relationships, words and parental guidance, affect the motivation to learn and the achievement of children's learning outcomes smoothly, so as to create good communication between teachers and other students.

b. Supporting Factors

The factors that inhibit teachers' strategies in increasing students' learning motivation in the subject of Aqidah Akhlak at MTs Attaufiq Padaelo, Tanete Rilau District, Barru Regency are as follows:

Firstly, teaching methods. Second, various student conditions can hinder learning progress, such as activeness, unhealthy physical conditions, declining psychology and the application of discipline. Third, too many tasks and unsupportive learning environment conditions will affect student learning in the classroom, students will feel uncomfortable with the learning process such as empty classrooms and crowded classes.

CONCLUSION

Based on the results of research on the Teacher's Strategy in increasing Student Learning Motivation in Aqidah Akhlak Subjects at MTs Attaufiq Padaelo, Tanete Rilau District, Barru Regency, it can be concluded that: the first conclusion, the motivation of learning aqidah Akhlak in increasing student learning motivation is that the teacher uses various learning methods that can support student success such as lecture method, discussion method, question and answer method, memorising method, presentation method, group work method, demonstration method, applying PAIKEM learning strategy, playing videos via LCD Projector, and interspersed with Yel-yel. Second, the teacher's strategy for increasing student learning motivation is to make adjustments to the motivation given by the teacher to students according to the problem. Giving praise, giving assignments, giving grades, and giving gifts. Third, the factors that hinder and support teachers in increasing student learning motivation are: a. Supporting Factors: students (have a high enthusiasm for learning, active students, have high intelligence, good student health), teachers (have good health, competent teachers, teachers who can use various learning methods), adequate facilities and infrastructure, conducive classroom environment, friend factors (friends who have a spirit of enthusiasm for learning will foster other students to study diligently), family (families that support children's learning activities, families that have sufficient economy. While inhibiting factors, family (broken home, parents who do not support children's learning), students (weak physical condition, declining psychological state, disruption of the sense of sight), teachers (sick, unable to attend school due to takziah and so on), classroom environment (empty class and crowded class), friend factors (friends who lack enthusiasm for learning, often skip class, pay less attention to the teacher).

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