

---

## EFFORTS OF PAIDBP TEACHERS TO IMPROVING STUDENT LEARNING MOTIVATION AT UPTD SDN KAMAL 2

**Wilda Maulidiyah Saniyah<sup>1\*</sup>, Conny Dian Sumadi<sup>2</sup>, Sunarni<sup>3</sup>**

<sup>1,2</sup> Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo  
Madura, East Java, Indonesia

<sup>3</sup> UPTD Kamal 2 Elementary School

correspondence e-mail: [190611100018@student.trunojoyo.ac.id](mailto:190611100018@student.trunojoyo.ac.id),  
[conny.diansumadi@trunojoyo.ac.id](mailto:conny.diansumadi@trunojoyo.ac.id), [sunarniimam@gmail.com](mailto:sunarniimam@gmail.com)

---

### ABSTRACT

*This article discusses field research that has been conducted regarding the efforts of Islamic Religious Education and Moral Education (PAIdBP) subject teachers to increase students' learning motivation so that learning achievement can increase. This research was conducted because of the importance of learning motivation possessed by students in the learning process in order to get learning achievements in accordance with learning objectives. The purpose of this study was to find out the efforts made by PAIdBP teachers in improving student achievement. The data in this study were obtained from observations, interviews and documentation. Observations and documentation were carried out during class lessons, while interviews were conducted outside the classroom with religion teachers at SDN Kamal 2. The results of the study show that teachers apply various efforts to increase students' learning motivation. Learning motivation needs to be improved so that the learning achievement of students can increase. This research should be a reference for improving student learning achievement by making efforts to arouse and increase student learning motivation so that learning achievement increases through PAIdBP lessons.*

---

---

### ARTICLE INFO

**Article History:**

Received 16 Nov 2021

Revised 17 Nov 2021

Accepted 19 Nov 2021

Available online 20 Nov 2022

**Keyword :**

Keywords 1, Learning  
Motivation

Keywords 2, PAIdBP

Keywords 3, Learning

Achievement

---

## **A. Introduction**

Education is a very important thing for life. Every human being has the same right to get a proper education. Education is an effort made to students consciously to improve students' abilities. This ability is used as knowledge and experience so that students become more mature and can live in a community environment (Rahmat, 2018: 6). Through education, humans get a lot of knowledge that will be useful for the present and the future. Education is provided according to the needs and potential of education recipients/students. This adjustment can be developed when learning activities can go according to plan to achieve educational goals.

Education is given in various subjects. At the elementary school level using the current 2013 curriculum, the subjects taught are subjects that are mutually integrated and taught thematically. One of the subjects in the 2013 curriculum is Islamic Religious Education and Characteristics (PAIdBP). Islamic religious lessons in elementary schools have an important role in improving the personality of students. Through Islamic religious lessons, students can have the motivation to understand religious lessons, live them, and carry out the values taught by Islam in everyday life. The application of this appreciation can increase intelligence, form attitudes, and positive character (Dewi, 2021: 92).

Along with the times and increasingly sophisticated technology, there is also competition in the field of education. In education, there are still many who view that general subjects are more important than religious subjects. This can also be seen from the number of students who are less enthusiastic when learning Islamic religion takes place (Wafiroh et al., 2019: 1430).

Based on the results of observations made at UPTD SDN Kamal 2, researchers found several problems when Islamic religious learning (PAIdBP) took place, including participants students joke with other friends when the teacher explains religious material, lacks concentration during learning, and lacks confidence in expressing opinions or answering questions. The existence of these problems proves that there are students who lack the motivation to study religion so that it can hinder the implementation of learning and is not in accordance with the expected goals. In this case, the teacher makes efforts to increase students' learning motivation when learning takes place by implementing strategies and various methods in the implementation of learning.

Research on the efforts of Islamic religious teachers in improving student learning achievement was carried out with the aim of finding out the efforts made by Islamic religious teachers to provide learning motivation to students when PAIdBP learning takes place. This research is useful for schools and religious teachers to serve as reference material in maintaining and improving student achievement in the learning process. It is hoped that with this research, students can be more motivated and concentrate in learning. This research is also important for other researchers to serve as reference material in improving learning achievement in classes with the same learning problems.

Increasing learning achievement through Islamic religious education needs to be done so that students can understand religious subject matter and live up to Islamic religious values which are taught well so that they affect other subjects. This increase in achievement can be done through various efforts made by the teacher in implementing learning to motivate students so that they can enjoy and feel happy when PAIdBP learning takes place. Researchers explored the problem on the basis of knowing and describing the efforts made by PAIdBP teachers to improve student achievement.

## **B. Method**

This research uses a descriptive qualitative research type and is included in a case study, which only presents the results of the research without any follow-up. Qualitative method according Jaya (2021: 110-112) is a method used to examine the object as a whole to obtain valid data. This data is then translated into a series of words that contain meaning. Qualitative research is used to find out and understand information from an incident so as to get research results in the form of a description of the results of observations. According to Sugiyono (2019: 25) the purpose of qualitative methods is to understand patterns of interrelated events, find theories, state a true picture of events, and gain meaningful understanding.

The research was conducted during teaching assistance activities which were carried out for 4 months, namely in August-November 2022. Data collection in this study was carried out using the methods of observation, interviews and documentation. The research was conducted by collecting data, taking meaning, analyzing data, and describing and explaining the data in this study. The data obtained is primary data from sources using purposive sampling technique. Primary data is data obtained from interviews through informants who are included in the research sample (Sarwono, 2018: 205). The subjects in this study were

---

PAIdBP teachers and students in class I-VI UPTD SDN Kamal 2. The object of this study was student achievement in PAIdBP subjects. The research location is located in Kamal District, Bangkalan Regency. The instruments in this study were the researchers themselves, observation sheets, and interview guides. Data analysis is the steps taken to sort data according to categories so that hypotheses can be formulated. This qualitative data analysis is in the form of words/sentences related to events on the object of research. The analysis was carried out in order to get meaning from the research subject data. In this study, the data analysis used was data reduction, data presentation, and drawing conclusions (Siyoto, 2015: 120).

### **C. Result and Discussion**

Learning achievement is the result of the knowledge and skills acquired as well as the experience that has been carried out related to changes in behavior. Learning achievement can be seen from the final results of the scores obtained by students in the form of report cards (Syafi'i et al., 2018: 118). Learning achievement can also be the result of skills that are included in competitions or contests.

Efforts made to achieve good learning achievement is to instill motivation in each lesson. Motivation to learn is all things that affect the psychology of students to learn and lead to activities in accordance with learning objectives. Learning motivation is influenced by activities in learning. If learning can increase student motivation, then learning achievement can also increase (Dewi, 2021: 99).

Achievement of learning achievement is strongly influenced by effective learning activities. Effectiveness in learning can be achieved if students have the motivation to learn (Emda, 2017: 173). The importance of motivation in learning can affect student achievement. The following is a method used by teachers to increase student learning motivation and overcome obstacles experienced during the learning process.

#### **1. Efforts of PAIdBP (Islamic Religion and Moral Education) Teachers in Improving Learning Achievement**

Based on interviews with religion teachers and observations made by researchers during PAIdBP teaching and learning activities, the efforts made to improve learning achievement during 9 years of teaching are as follows:

- a. Using more than one method in learning (various methods).

The varied method is the use of learning methods in a variety of learning processes in order to experience an increase in learning outcomes (Nuraini, 2021: 72). The method used in learning influences students in understanding the subject matter. When religious material is taught using only one method, for example lectures, students will be bored and busy so that the class becomes less conducive. Various methods can provide knowledge to students about various ways of learning and attract students to be more enthusiastic about learning so that learning objectives are achieved.

In the learning process, the methods used by religion teachers at SDN Kamal 2 are lectures, assignments, questions and answers, discussions, demonstrations, games, and singing. This method is used by the teacher according to the needs and subject matter. When there is material that requires teacher explanation, the teacher uses the lecture method. When the teacher wants to test students' knowledge of the material, the teacher uses the assignment, question and answer, and discussion method. When the material being taught requires direct practice examples, the teacher uses the demonstration method. Game and singing methods are used according to the material and are used as ice breaking to get rid of boredom and boredom. This is in accordance with the statement according to Marzatifa, et al. (2021: 164) Ice breaking is a transition from a bored, sleepy, bored, and tense situation to a relaxed, enthusiastic, not sleepy, and happy situation in paying attention and listening to people who are speaking in front of the class.

b. Telling exemplary stories that can increase students' learning motivation.

Motivation is the desire of students to learn something according to the goals to be achieved. Motivation plays a role in increasing the curiosity and enthusiasm for learning. The stronger the student's motivation, the better the activities carried out during learning so that learning outcomes can increase (Sulfemi, 2018: 10).

One way that religious teachers do to increase motivation is to give stories about exemplary stories. Telling exemplary stories in Islamic religious lessons is an activity that needs to be done. Through exemplary stories, students will learn the wisdom of various problems told in the stories. The exemplary stories told are the stories of the apostles, prophets, friends, and stories of people who can be learned from. The wisdom exemplified by students can easily be used

---

as a way to instill and develop morals and behavior towards a better direction without having to give students burdensome assignments.

For example, in material about being honest, a story was told that existed during the time of the caliph Umar bin Khattab, namely about a milkmaid who behaved honestly in trading. When the milk traders cheated by mixing milk with water, this milkmaid remained firm on the rules and was always honest by not mixing milk with water because God is All-Seeing. This story gives wisdom to students to always act honestly even though no one is watching.

c. Provide guidance to students who do not understand the material.

Students who do not understand the material will have difficulty doing assignments or answering questions from the teacher related to the material. This is caused by several factors from oneself in terms of learning ability as well as factors of problems that occur in the family. This problem causes students to be left behind and unable to complete the school's KKM scores. Based on these problems, the teacher provides guidance to students personally to find information about the problems experienced by students, causes of problems, to handling them by taking action. The actions taken by the teacher in dealing with students who do not understand the material are to provide guidance and direction about the material to some students who do not understand the material. done alternately until students can understand the material. Students who can complete learning well and thoroughly will be rewarded by the teacher in order to maintain and increase learning achievement.

d. Using the 2013 curriculum (K13)

The curriculum used by the religion teacher at SDN Kamal 2 UPTD is the 2013 curriculum where in this curriculum there are several characters that are expected to exist in every lesson. This character is integrated into learning activities so that students can get used to doing learning while at the same time understanding about character cultivation. This character can also be developed through extracurricular activities at school.

e. Provide an evaluation in the form of repetition after each completion of 1 chapter

Deuteronomy needs to be done to find out the learning outcomes of students in accordance with the material that has been studied. Students' understanding will be tested in this test. At UPTD SDN Kamal 2, evaluation of

PAIdBP subjects in the form of tests is carried out after every discussion chapter is finished. There is some material in 1 chapter and when the test is carried out, students are given several questions according to the material that has been studied. The existence of this test will make students review the material that has been studied so that they can better understand the material and can do the test well.

## 2. Obstacles of Religious Teachers in Improving Student Learning Achievement

Based on the results of interviews with religion teachers at the UPTD SDN Kamal 2, the obstacles experienced by teachers in improving PAIdBP learning achievement were the lack of motivation to learn from students when learning took place, there were students who had difficulty participating in learning, and the lack of application of religious teachings in the home environment and the surrounding community.

The lack of student learning motivation when learning takes place is an obstacle in increasing learning achievement. Motivation is needed in learning because it can increase students' interest in learning and concentration. Without learning motivation, students will not pay attention to learning and just joke with other friends.

The constraints experienced by the teacher also existed for low-grade students, namely in grades I and II, who could not read fluently, so they had to read them and tell them. This is one of the obstacles because if only the teacher reads, the other students will become busy due to boredom. This resulted in students less able to understand learning. In addition, when children are taught the Islamic religion and inculcating character at school, but the same is not applied at home, students will have difficulty adjusting to circumstances. This results in students being inconsistent in applying religious and character values in everyday life so that teachers need to deeply instill religious values and character in each lesson.

## 3. School Facilities that Become Supporters in Improving Learning Achievement

School facilities in PAIdBP lessons become supporters in improving student learning achievement. It is supported by (Palittin et al., 2019: 108) which states that motivation can be influenced by the environment such as at school. Schools with complete and adequate facilities will be able to increase student learning motivation so that learning achievement can also increase. The facilities provided by UPTD SDN Kamal 2 include ablution areas, prayer rooms, and classrooms. The place of ablution is used by students to take turns to perform ablutions in

---

congregation. The musholla is used by students to dhuha prayer in congregation. Duha prayer is performed by high class (classes IV-VI) at different times. Duha prayer is carried out in congregation led by one of the students and the implementation of the prayer is accompanied by a religious teacher. Duha prayers are scheduled regularly to instill the habit of sunnah prayers and praying in congregation. Other facilities, namely classrooms are used to provide material or explain demonstrations related to learning material. Various methods and teacher efforts are carried out in the classroom during the learning process to improve student learning achievement.

#### **D. Conclusion**

Based on the research that has been done, there are several problems that occur during the learning process so that a solution is needed to overcome these problems. This problem was overcome by various efforts made by the school, including the religion teacher during PAIdBP learning. Religious teachers have an important role in overcoming various problems that occur during learning by making efforts related to improving the spiritual quality and character of students. Based on the results of the research, it can be concluded that the efforts made by religious teachers at UPTD SDN Kamal 2 are to provide religious instruction in a variety of ways and can increase students' learning motivation.

1. Using varied methods (more than one method) in learning.
2. Guiding students through PAIdBP learning to make good habits so that the affective domain can develop.
3. Increase motivation to learn by presenting exemplary stories.
4. Mentoring personally for underachieving students.
5. Give appreciation to students who complete and achieve.
6. Using a curriculum that is integrated with education.
7. Conduct learning evaluation after every 1 chapter.



## E. References

- Dewi, P. (2021). Pengaruh Flipped Learning Terhadap Pembelajaran Pendidikan Agama Islam untuk Meningkatkan Motivasi Belajar Siswa di SD Negeri 3 Parepare. *Jurnal Al-Athfal*, 3(2), 92–99.
- Emda, A. (2017). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 173.
- Jaya, I. M. L. M. (2021). Metode Penelitian Kuantitatif dan Kualitatif. *Quadrant*.
- Marzatifa, L., Inayatillah, & Agustina, M. (2021). Ice Breaking: Implementasi, Manfaat dan Kendalanya untuk Meningkatkan Konsentrasi Belajar Siswa. *Jurnal Ilmiah Pendidikan MI/SD*, 6(2), 162–171.
- Nuraini. (2021). Pelaksanaan Metode Pengajaran Variatif Pada Pembelajaran Fiqih di Madrasah Tsanawiyah Negeri 3 Mendaha. *Jurnal Literasiologi*, 6(2), 72.
- Palittin, I. D., Wolo, W., & Purwanty, R. (2019). Hubungan Motivasi Belajar dengan Hasil Belajar Siswa. *Magistra: Jurnal Keguruan Dan Ilmu Pendidikan*, 6(2), 108.
- Rahmat, P. S. (2018). Psikologi Pendidikan (Y. N. I. Sari, Ed.). Bumi Aksara.
- Sarwono, J. (2018). Metode Penelitian Kuantitatif dan Kualitatif. Suluh Media.
- Siyoto, S. (2015). Dasar Metodologi Penelitian. Literasi Media Publishing.
- Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta.
- Sulfemi, W. B. (2018). Hubungan Motivasi Belajar dengan Hasil Belajar IPS di SMP Kabupaten Bogor. *Jurnal Edutechno: Jurnal Pendidikan Dan Administrasi Pendidikan*, 18(1), 10.
- Syafi'i, A., Marfiyanto, T., & Rodiyah, S. K. (2018). Studi Tentang Prestasi Belajar Siswa Dalam Berbagai Aspek dan Faktor yang Mempengaruhi. *Jurnal Komunikasi Pendidikan*, 2(2), 118.
- Wafiroh, U. L., Muhtar, A., & Hidayatus, S. (2019). Upaya Guru PAI Meningkatkan Motivasi Belajar Siswa. *Prosiding Konferensi Ilmiah Mahasiswa Unissula (KIMU) 2*, 1430.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).