

## Moral Creed Teachers and Methods: Efforts to Increase Learning Motivation in MTs Students

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### ABSTRACT

*Education is one of the most important aspects of human life throughout a lifetime, thus requiring a good learning method, especially for educators. This is where the crucial role of akidah akhlak teachers comes in, who can foster the character of students and provide learning motivation in Islamic Education (PAI). This is especially true for students who have minimal learning motivation after the COVID-19 pandemic has passed. The purpose of this study is to determine the extent to which the teaching methods applied by akidah akhlak teachers motivate students to learn at MTs Al-Husna Rahmat Ciledug, Tangerang City. This research uses a qualitative approach and a descriptive type by using a case study method. Primary data sources are akidah akhlak teachers and students at MTs Al-Husna Rahmat Ciledug, Tangerang City, while secondary data sources are obtained from documentation and observations related to the data in this study. Data collection techniques include interviews, observations, and document examination. The validity of the research data is checked using credibility through extended observation, increased persistence in research, and triangulation. The research findings indicate that various methods are used by akidah akhlak teachers to enhance learning motivation.*

**Keywords:** Learners; Methods; Motivation; Teacher

### INTRODUCTION

Every individual needs motivation as an internal driving force to engage in certain activities in order to achieve a goal (Masni, 2017). Therefore, in learning activities, motivation is essential because someone who lacks motivation to learn will not engage in learning activities. Student success in learning is greatly influenced by their learning motivation, leading to optimal learning outcomes. For instance, students who are enthusiastic during the teaching and learning process tend to achieve better learning results when motivated (Bakar, 2014).

One of the main factors in improving academic performance is motivation and study discipline, enabling students to seriously engage in learning and diligently study the material taught at school, ultimately achieving high academic performance (Lidia Lomu and Sri Adi Widodo, 2018). Hence, learning motivation is crucial for enhancing knowledge, character, and skills, helping students develop effectively.

Every student undoubtedly faces various life problems, which can hinder their learning process, leading to despair in learning. This highlights the lack of teacher involvement in boosting students' learning motivation, making learning less meaningful and challenging teachers to foster a high-quality civilization. Therefore, teachers need to seek solutions to enhance students' enthusiasm for learning by providing motivation, thus making learning meaningful and well-directed according to the teacher's guidance (Octavia, 2020).

According to the research by Gita Pratiwi and colleagues, the provision of motivation can stimulate students' interest, create a pleasant learning atmosphere, and foster competition in learning within educational institutions, which is a teacher's responsibility (Gita Pratiwi, 2019).

A teacher's role is not merely to teach but to ensure that students achieve the desired learning objectives. Therefore, it is essential for teachers to provide learning motivation to students, instilling in them a passion for seeking knowledge. This aligns with the research findings of Maryam Muhammad, which suggest that motivation can drive and assist students in making progress in their learning process (Maryam Muhammad, 2016).

A teacher's duty extends beyond teaching; they are responsible for guiding students to achieve their learning goals. Hence, teachers need to play a role in providing learning motivation so that students are

enthusiastic about pursuing knowledge. This is consistent with the research findings of Maryam Muhammad, which indicate that motivation can help students make progress in their learning process (Maryam Muhammad, 2016).

In light of this, teachers must develop strategies to understand how to rebuild, maintain, and enhance students' learning motivation. Teachers can manage learning strategies creatively to prevent boredom and enable students to enjoy akidah akhlak subjects (Oktiani, 2017). Thus, learning strategies form a vital component of the educational process, requiring both teachers and students to ensure the learning objectives are achieved effectively and efficiently.

Akidah akhlak teachers are also expected to create a pleasant (conducive) classroom environment that encourages students to participate earnestly in Islamic education activities, both in formal settings and broadly in non-formal learning environments. Additionally, teachers should possess the skills to motivate students, as motivation can enhance students' concentration and enthusiasm for learning (Program Studi, Pendidikan Agama, 2019).

Preliminary studies conducted by the author revealed that currently, teachers are less involved in boosting students' learning motivation, rendering learning less meaningful and posing difficulties for teachers in fostering a high-quality civilization. Problems identified with akidah akhlak teachers include a lack of student motivation in akidah akhlak subjects, declining student performance due to low motivation, poor student grades, and insufficient parental supervision at home (Ruswidi, n.d.).

Therefore, this research aims to encourage teachers to improve the learning process, enabling students to achieve good academic performance. Teachers are responsible for their role in shaping the nation's future by nurturing a high-quality civilization, and enhancing students' learning motivation at MTs Al-Husna Ciledug, Tangerang City.

Given the background presented above, this research is crucial for improving the quality of education. Hence, the author is interested in conducting a study titled “Akidah Akhlak Teachers and Methods: Efforts to Increase Learning Motivation among MTs Students.”

## **METHOD**

The research method used is a descriptive method with a qualitative approach. This research produces descriptive data in the form of written words about people or the words and visible behaviors of people (Victoria, Andif, 2021). This qualitative research was chosen because the author aims to understand social phenomena in their natural state, without control.

The research location is at MTs Al-Husna Rahmat in Tangerang City. The research was conducted from January to June 2023. Data collection in this research involved unstructured interview techniques with akidah akhlak teachers and students, documentation through records of the pesantren's profile and documentation of several activities at MTs Al-Husna Rahmat, Tangerang City, and non-participatory observation of several activities at MTs Al-Husna Rahmat, Tangerang City. However, qualitative research tends to use observation and in-depth interviews.

The researcher used the Interactive Model of Analysis by Miles & Huberman for data analysis. This technique involves three streams of activities: data reduction, data display, and conclusion drawing. Additionally, the researcher used data triangulation techniques to ensure the validity of the obtained data (Rukajat, 2018).

The researcher compared the observation results with interview findings and rechecked them against relevant documents to obtain valid data. After all data were collected and processed, the researcher presented the data obtained through the observed phenomena, described the situation, and then conducted an analysis in words to draw conclusions.

## **RESULTS AND DISCUSSION**

Based on interviews with akidah akhlak teachers and students, it was found that MTs Al-Husna Rahmat in Tangerang City has a method for increasing student motivation to learn. The level of learning motivation among students at MTs Al-Husna Ciledug, Tangerang City has declined due to the COVID-19 pandemic, making it the teachers' responsibility to continually provide motivation to keep the students enthusiastic about learning and to apply their knowledge in society.

One of the factors that influence students' learning success in school is motivation. Motivation will make students more diligent in learning and achieve higher learning outcomes. Conversely, students who lack motivation to learn will produce low learning results (Saptono, 2016).

If students do not have the motivation to learn, it can affect their learning outcomes and become an obstacle in the learning process. Several things can be done to increase students' motivation to learn, including: 1) Creating a comfortable learning environment, 2) Providing relevant and interesting materials, 3) Giving positive and motivating feedback (Daheri, Mirzon, 2023). Therefore, teachers must be able to increase students' learning motivation so that they do not feel bored during lessons. Additionally, teachers are responsible for delivering material using various methods to make it easier to understand.

Akidah akhlak teachers at MTs Al-Husna Rahmat have their own teaching methods that can increase students' motivation to learn, so that during lessons, they can deliver material in a way that is easily understood by students.

Based on the overall results of interviews with akidah akhlak teachers and students at MTs Al-Husna Rahmat Ciledug, Tangerang City, it was stated: "As akidah akhlak teachers, we must have various methods, and some of the methods used in the school include conventional teaching methods (lectures), discussions, Q&A sessions, and demonstrations. With these teaching methods, students can be motivated to always be enthusiastic about learning."

This is reinforced by the research of Trianto in an article by Hana Maurin and Sani Insan Muhamadi, which states that using teaching methods that can increase student learning activities, such as the lecture plus discussion and assignment method, is effective. The lecture plus discussion and assignment method is a teaching method that combines lectures with other methods (Maurin, Hana, 2018).

One of the frequently used teaching methods by teachers is the lecture and dialogue method. These two methods are believed to be the foundation for developing other teaching methods, and they are often used daily by subject teachers to deliver material to students. This method is simple and efficient but can produce maximum results (Kristianty, 2021).

The lecture method applied by teachers in the learning process is balanced with the Q&A method. When delivering material, the teacher uses the lecture method, but when the lesson is over, the teacher opens a Q&A session for the students (Amaliah, Raden Rizky, Abdul Fadhil, 2014).

Based on the overall discussion of the research findings above, the researcher can conclude that in any teaching process, teachers must pay attention to the delivery methods that align with the planned lesson design prepared by the akidah akhlak teacher. It is known that PAI teachers, like those teaching akidah akhlak, use teaching methods such as lectures, dialogues, discussions, Q&A sessions, demonstrations, and assignments. Based on the description above, this mixed method will make learning more creative and innovative, preventing students from becoming bored and lazy in their studies.

## CONCLUSION

Based on interviews and research at MTs Al-Husna Rahmat, Tangerang City, several key points emerge regarding efforts to increase students' learning motivation through teaching methods applied by moral creed teachers:

- 1. Importance of Diversified Teaching Methods:** Diversifying teaching methods is crucial for increasing students' learning motivation. Conventional methods like lectures, complemented with discussions, Q&A sessions, and demonstrations, are effective in maintaining student enthusiasm. This approach creates a dynamic and interactive learning environment, enhancing material comprehension and encouraging active student participation.
- 2. Role of Learning Environment and Materials:** Creating a comfortable learning environment and providing relevant, interesting materials are essential for boosting learning motivation. A supportive environment fosters student focus and motivation. Additionally, contextualizing materials to everyday life helps students understand and apply their knowledge practically.
- 3. Positive Feedback and Constructive Evaluation:** Providing positive and constructive feedback is another important strategy for enhancing learning motivation. It helps students identify strengths and areas for improvement, offering clear guidance on self-improvement. Evaluative methods involving Q&A and discussions not only assess understanding but also promote critical thinking and reflection, thereby increasing student confidence and motivation.

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