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by Proceding Increasing Students' Learning Motivation Through

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INCREASING STUDENTS' LEARNING MOTIVATION THROUGH DIRECT LEARNING STRATEGIES IN ISLAMIC RELIGIOUS EDUCATION

Hasrian Rudi Setiawan[1]
[1]University of Muhammadiyah Sumatera Utara
(e-mail: hasrianrudi@umsu.ac.id)

Abstract: This study aims to determine the increase in student motivation and learning outcomes through direct learning strategies in Islamic religious education at SMP PAB 1 Klumpang. This research is a classroom action research of 40 people, which is carried out with steps, namely planning, implementing, observing and reflecting. Data collection techniques through tests, observations, questionnaires and documentation. The technique of data analysis is done by reducing data, presenting data and drawing conclusions/verification. While the technique of guaranteeing the validity of the data is carried out by increasing persistence, triangulation and checking of members, discussions with colleagues, and extension of observations. The result of this research is that the students' learning motivation in SMP PAB I Klumpang has increased after using direct learning strategies, namely in the first cycle the increase in student motivation reaches 82.38% while the increase in student motivation in the second cycle reaches 86.23%.

Keywords: *Learning Motivation, Students, Direct Learning Strategy*

Introduction

The existence of Islamic religious education is very urgent in the national education system. The implementation of religious education is the most important activity in the mental development of the nation, because of the importance of religion in mental development, religious education must be carried out intensively in the household, school and community environment (Masitah & Setiawan, 2018).

The realization of the goals of Islamic religious education means that it will be part of realizing the goals of national education. Because Islamic religious education is expected to produce and always strive to perfect faith, piety, and morals, as well as actively build civilization and harmony of life, especially in advancing the civilization of a dignified nation. The success of Islamic religious learning is largely determined by the selection of learning strategies and methods, because with an attractive presentation of learning it will be able to arouse students' learning motivation, on the contrary if learning is presented in a less attractive way, it makes students' motivation and learning outcomes low, and students lazy to follow the lessons delivered by educators (Setiawan, 2017).

To create interesting learning, educators must choose strategies, methods and appropriate learning media in accordance with the learning materials being taught. By using appropriate learning strategies, methods, and media, it is hoped that it will increase student activity in learning so that motivation and learning outcomes can be improved. In addition, educators must understand the diversity of students in their classes, by understanding the diversity of students,

educators can plan strategically, in order to achieve the needs of diverse students in the class, to achieve targets or competency standards (Nurzannah, Ginting, & Setiawan, 2020).

There are many strategies, methods and learning media that can be used by educators in maximizing the achievement of competencies and learning objectives. Therefore, educators are strategically and effectively concerned with the diversity of students by paying attention to, namely subject content, assessment tools, task performance and teaching strategies (Gregory & Chapman, 2007).

One of the learning strategies that can increase student activi16is direct learning strategy. Direct learning is one of the teaching approaches specifically designed to support student learning processes related to well-structured declarative knowledge and procedural knowledge that can be taught with a gradual, step-by-step pattern of activities (Harfiani, 2019).

In learning activities, many teachers are able to master the subject matter, but always get hit in presenting the subject matter being taught. This fact is no longer a secret in educational institutions. Professional teachers in carrying out their duties, among others, can foster students' enthusiasm for learning, formulate learning objectives and be able to manage classes well.

Strictly speaking, Islamic religious education teachers must have professional competence and abilities in teaching and learning activities, so that they are able to realize the dimensions of religious life in students (Setiawan & Zulkarnein, 2017). Therefore, Islamic religious education teachers must be innovative and varied in the use of strategies, methods and learning media for Islamic religious education, in order to increase student motivation and learning outcomes.

One of the important aspects taught in Islamic religious education is the aspect of worship. This aspect is said to be very important because worship is a regulating relationship between humans and their God. The aspects of worship that are studied in Islamic religious education include prayer, fasting, zakat and hajj.

According to information from the principal and teachers at SMP PAB 1 Klumpang. The condition experienced by students is the lack of student interest in following Islamic religious subjects, which is characterized by attitudes, behavior, and boredom in participating in learning, namely being ignorant, going in and out of class, daydreaming, doodling on paper, sleepy, doing other work, disturbing other students and changing seats.

Based on the conditions experienced by students at SMP PAB 1 Klumpang, it shows that motivation in Islamic Religious Education subjects tends to be less than optimal. One of the main causes of boredom in learning Islamic religious subjects, not because of the poor quality of the material presented, but mostly due to the failure of teachers to use strategies, methods, learning media or approaches used.

In teaching, the teacher only focuses on using the lecture method so that it is less interesting in conveying the material, the teacher also does not use the right media to help make it easier for students to accept the material taught by the teacher in class. In overcoming this, teachers are expected to innovate learning by using appropriate and meaningful strategies, methods, learning media or approaches for students.

Based on this, one solution to the problem of low student motivation in Islamic religious subjects at SMP PAB 1 Klumpang, is to use direct learning strategies.

Literatur Riview

1. Learning Motivation

Motivation comes from Latin, namely from the word movere which means to move, this term has the meaning of encouraging, directing human behavior (Iskandar, 2009). According to Hamzah B. Uno, learning motivation is an internal and external encouragement to students who are studying to get a change in behavior with several indicators, namely the desire to succeed, the encouragement and need in learning, the hopes and aspirations of the future, the existence of rewards, the existence of interesting activities in learning and the existence of a conducive learning environment that allows a student to learn well (Uno, 2011).

Thus, learning motivation is the driving force from within the individual to carry out learning activities to increase knowledge and skills as well as experience. Motivation in student learning activities has a role, including: 1) Encouraging and activating students to remain interested; 2) Help meet the need for short-term and long-term results; 3) Help focus students' attention on certain tasks related to achieving learning goals (Daradjat, 2008).

2. Direct Learning Strategy

Silbernam (2009) said that the direct learning strategy through active knowledge is a way to introduce students to the subject matter to be taught. Teachers can also use it to assess students' knowledge levels while carrying out team building activities.

Thus, this direct teaching strategy is specifically designed to support student learning processes related to well-structured procedural and declarative knowledge, which can be taught with a gradual pattern of activities. In addition, direct learning strategies are designed to introduce students to subjects in order to build interest, arouse curiosity, and stimulate them to think.

In its implementation, direct learning has several advantages, namely: 1) There is a learning focus. Learning focus means that the highest priority is placed on the assignment and completion of learning tasks; 2) Teacher direction and control. Teacher direction and control is given when the teacher selects and directs learning assignments, explains core roles during teaching, and minimizes the number of student conversations that are not learning-oriented; 3) There are high expectations of student development. Teachers who have high expectations of their students will try to produce student progress in learning and provide conducive behavior for the creation of progress in education. Teachers will expect more from their students, both in terms of quantity and quality of learning; 4) There is a fairly neutral learning atmosphere. Teachers must design a learning atmosphere that avoids negative practices, such as denouncing student behavior. This is intended so that students are more comfortable in participating in learning; 5) Time management system. In direct learning the teacher must maximize student learning time. With the intention that students can obtain a fairly high level of success in learning by adjusting the learning time that has been set (Joyce, 2009).

Method

The research approach carried out by the researcher is classroom action research. Classroom action research is part of action research. This classroom action research was carried out in 2 cycles. The action research procedure taken is a cycle that includes 4 (four) stages, namely planning, implementing actions, observing, and evaluating reflection.

The research subjects in this classroom action research were 40 students, consisting of 20 boys and 20 girls at SMP PAB 1 Klumpang.

The data collection techniques used in this study are: 1) Observation. Researchers made direct observations of objects and in the learning process with direct learning strategies. Observations in this study were based on the direct involvement of researchers, who were involved in the activities; 2) Questionnaire. In this study, a questionnaire sheet was used to determine the attitudes and responses of students in following Islamic religious education subjects using direct learning strategies; 3) Documentation.

The data analysis technique used in this research is descriptive analysis. In descriptive analysis, there are three flow of activities that become an inseparable unit (Miles & Huberman, 1992), namely: 1) Data reduction, in this technique the researcher performs a process of sorting relevant, important and meaningful data starting from the beginning of data collection. Until the researcher prepares the research report. Data reduction is also done by selecting and simplifying the data, the purpose of which is for researchers to obtain clear information, so that researchers in the research carried out can make conclusions that can be accounted for; 2) Data presentation, this technique describes the findings in a narrative. The presentation of the data is carried out in the context of organizing the results of the reduction by compiling in a narrative manner a collection of information that has been obtained from the results of the reduction, so that the data can be concluded and further action can be given; 3) Drawing conclusions, is to provide conclusions on the results of interpretation and evaluation.

The technique of guaranteeing the validity of the data in this study is using triangulation. Triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison data.

Result And Discussion

From the findings that have been described above, it can be stated that classroom action research conducted at SMP PAB 1 Klumpang, is one way to find problems or problems that exist, especially in the subject of Islamic Religious Education. Because so far, students are less interested in studying Islamic Religious Education lessons, especially the material for praying plural and qasar, even though teachers have tried to motivate students to really study the series of prayers for plural and qasar prayers, but in fact there are still many students who have not been able to carry out them properly. good and right. Thus, it really needs to be developed for other teachers, including subjects that have been considered difficult by students so that classroom action research is carried out to uncover problems faced by teachers and students themselves.

Based on the results of the study, it can be stated that there are two findings in this study: 1) The learning motivation of class VII students of SMP PAB I Klumpang, has increased after using direct learning strategies, namely in the first cycle the increase in student motivation reached 82.38% while the increase in student motivation in the second cycle reached, 86.23%; 2) Student responses to the use of direct learning strategies and student learning activities in the pre-action were still low, while in the first cycle it increased to positive and then in the second cycle the student responses to the use of direct learning strategies became very positive.

If you pay attention, actually this classroom action research is very useful, so that every subject or every teacher who wants to improve the quality of students needs an innovation made by the teacher himself, both regarding the strategy used or the method he applies whether it is appropriate or not. This is what sometimes becomes an obstacle for teachers in carrying out classroom learning, so students are not motivated to learn well in improving their learning abilities or achievements. Thus, this classroom action research has proven to be able to increase students' learning motivation in the material of plural and qasar prayers.

This is as said by Sadirman (1992) that motivation initiates a change in energy in each individual human being. The development of motivation will bring about some energy changes in the "neurophysiological" system that exists in the human organism. Although the motivation arises from within humans, its appearance will involve human physical activities.

In addition, student activities in learning from cycle I to cycle II have increased compared to pre-action activities. In the first cycle, the students' activities on the indicators of paying attention to/listening to the teacher's explanations averaged 4.2. This indicates that students have motivation in responding to the stimulus from the teacher regarding the plural and qasar prayers. Then on the activities of students responding to the teacher's questions with an average of 3.9. Asking questions with an average, which is 3.0. Orderly and disciplined with an average of 3.6. Willingness to practice qasar plural prayers in the class average, which is 4.0. From the overall student activities from the first cycle meeting, it was almost successful, because in general the student activities had reached 74.55%. However, this success has not been maximized as expected.

Then in the second cycle of student activity has achieved the expected results in this case it is known from the 5 indicators contained in the table above shows that, student activity by paying attention to the teacher's explanation with an average of 4.4. This indicates that students have motivation in responding to the stimulus from the teacher regarding the plural and qasar prayers. In the activities of students responding to the teacher's questions with an average of 4.0. This shows that students have begun to respond to the material presented by the PAI teacher. On student activity in asking questions with an average of 3.0. This shows that students have the courage to ask questions with the teacher on parts of the material that they have not understood. Orderly and disciplined attitude with an average of 4.0. This shows that students in undergoing the learning process with direct learning strategies on the material of plural and qasar prayers are orderly and disciplined. Then on student activity on the willingness to practice qasar plural prayers in class the average is 4.6. practice the qasar plural prayer in class with an average score

of 4.6. From all the student activities from the second cycle meeting, it was successful and as expected. Because in general, of the five indicators in student learning activities in cycle II, which reached 78.09%.

Then the teacher's activity in learning from cycle I to cycle II also increased, compared to pre-action activities. In the first cycle of teacher activities, there are several things that must be improved such as apperception, use of teaching aids, demonstration techniques, class mastery, time management, management of question and answer activities. However, in cycle II it was not found anymore. Because the success of implementing direct learning strategies in the first cycle on teacher activities has reached 97.14%. This achievement falls into the excellent category. The lack of good classroom management according to Wina Sanjaya (2009) is related to the ability of teachers to take the initiative in controlling teaching and learning activities so that they are in a conducive condition so that students' attention is focused on the subject matter.

So thus the application of learning strategies in learning the material for plural and qasar prayers has been successful. Therefore, the researcher recommends that teachers who teach Islamic religious education aspects of fiqh material for plural and qasar prayers should apply direct learning strategies, because with existing experience so far, namely by applying the lecture method alone, it is not effective in increasing students' learning motivation. So far, students only listen to lectures delivered by the teacher without giving examples by practicing them. This is caused by several factors, namely the lack of teacher preparation in carrying out classroom learning, the lack of facilities and infrastructure for learning Islamic religious education, especially the problem of equipment and places to practice the implementation of plural and qasar prayers, the time available in learning Islamic religious education is very limited, and the teacher's knowledge is still minimal on the implementation of teaching in the classroom.

Thus the results of this study indicate that the direct learning strategy has given results in the form of student learning mastery. This proves that based on research it turns out that most students have mastered the subject matter being taught.

Conclusion

Based on the results and data analysis of the research results, the conclusions of this study can be put forward, namely: The learning motivation of class VII students of SMP PAB I Klumpang has increased after using direct learning strategies, namely in the first cycle the increase in student motivation reaches 82.38%, while the increase in student motivation in cycle II reached 86.23%.

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