

## Formation of Learning Motivation in Islamic Religious Education Through Ceramah Plus Method and Spiritual Activities

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**Abstract:** *This article is based on academic concerns mentioning that the motivation for learning Islamic Education is low. It is supported by the findings of field research conducted by numerous researchers stating that Indonesia's Human Development Index remains low, especially when observed through the results of the Programme for International Student Assessment (PISA) released by the Organisation for Economic Co-operation and Development (OECD) in 2018. According to the release, Indonesia's scores declined in all categories, with reading scores going from 397 to 371, mathematics from 386 to 379, and science from 403 to 396. One of the reasons for this decline is the students' low learning motivation due to the lack of diverse teaching methods. This article is the result of field research using a qualitative approach that was carried out at Miftahul Ulum Klakah Lumajang Junior High School. Field research focuses on the implementation of the lecture plus method and the addition of spiritual activities in the learning process. The results of the study stated that an increase in learning motivation could occur by providing a variety of plus models in lectures and other spiritual activities such as reading al-Asma al-Husna, giving ibrah and uswah from leaders and sharing experiences.*

**Abstrak:** Artikel ini didasarkan pada kegelisahan akademik yang menyebutkan bahwa motivasi belajar pendidikan Agama Islam rendah. Hal ini diperkuat dari hasil penelitian lapangan yang dilakukan oleh banyak peneliti menyebutkan bahwa Index Pembangunan Manusia di Indonesia masih rendah. Terutama jika dilihat dari hasil rilis PISA (Programme for International Student Assessment) tahun 2018 yang dikeluarkan oleh OECD (Organisation for Economic Co-operation and Development). Dalam rilis tersebut, skor Indonesia turun di semua kategori. Nilai membaca dari 397 menjadi 371, matematika dari 386 menjadi 379, dan sains dari 403 menjadi 396. Salah satu sebabnya adalah rendahnya motivasi belajar siswa karena berbagai metode pembelajaran yang tidak beragam. Artikel ini adalah hasil dari penelitian lapangan dengan pendekatan kualitatif yang dilakukan di Sekolah Menengah Pertama Miftahul Ulum Klakah Lumajang. Penelitian lapangan menfokuskan pada implementasi metode ceramaha plus dan penambahan aktivitas spiritual dalam proses pembelajarannya. Hasil penelitian menyebutkan peningkatan motivasi belajar dapat terjadi dengan memberikan keragaman model plus dalam ceramah serta aktivitas spiritual lain seperti membaca al-Asmaul Husna, memberikan ibrah serta uswah dari para tokoh serta berbagi pengalaman.

## INTRODUCTION

In 2018, the OECD (Organization for Economic Co-operation and Development) released the PISA (Program for International Student Assessment) scores. The results of the assessment stated that Indonesia fell in all categories. The reading score dropped from 397 to 371, math from 386 to 379, and science from 403 to 396.<sup>1</sup> Indonesia's AKSI (Competency Assessment of Indonesian Students) score was also very low. Mathematics is at 77.13%, reading is 46.83%, and science is at 73.61%, conditions that cannot be called ideal.

The Human Development Index (HDI) is currently being widely discussed, both in local and academic contexts. The HDI of Lumajang Regency is known to be the third lowest in East Java. The current educational environment is referred to as a factor in the low Human Development Index (HDI).<sup>2</sup> The Human Development Index (HDI) serves as a primary indicator for improving the quality of human life in a region. It can determine the position or level of progress of a region. The objective conditions in Lumajang itself are far from the ideal value. In addition

to the issue of declining HDI, there is also a problem of online gaming, which has become a favorite pastime for children, even though on the other hand, it can be detrimental. Therefore, it's not surprising to find young people using their phones to play online games in many places.

The Indonesian Child Protection Commission (KPAI) has presented games used by children, parents' attention, and the duration of game play. KPAI has also received numerous reports of children being expelled from school due to sleeping during lessons. This is one of the negative impacts on the education of children who are dependent on games.<sup>3</sup> Furthermore, some incidents demonstrated by students are becoming increasingly distressing. Students are skipping school, and even their current idols are artists who sometimes exceed the boundaries of local norms.<sup>4</sup> The aforementioned issues reveal that they are closely related to education and learning motivation. Nowadays, many students are experiencing disruptions in their achievements not due to their lack of ability, but rather because of a

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<sup>1</sup> Badan Standar, Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi dalam <https://bskap.kemdikbud.go.id/pisa>. Also, see the PISA review as an innovation in enhancing competence and numeracy. Hadi Wuryanto dan Moch. Abduh, *Mengkaji Kembali Hasil PISA sebagai Pendekatan Inovasi Pembelajaran untuk Peningkatan Kompetensi Literasi dan Numerasi*, 2022. Dalam <https://gurudikdas.kemdikbud.go.id/news/mengkaji-kembali-hasil-pisa-sebagai-pendekatan-inovasi-pembelajaran-untuk-peningkatan-kompetensi-li>.

<sup>2</sup> Indah Amperawati, *IPM Lumajang Peringkat Tiga Terendah di Jatim, Bunda Indah Sebut Gara-Gara Pendidikan*, *WartaBromo*, 4 Februari 2021. In link <https://www.wartabromo.com/2021/02/04/ipm-lumajang-peringkat-tiga-terendah-di-jatim-bunda-indah-sebut-gara-gara-pendidikan/>

<https://www.wartabromo.com/2021/02/04/ipm-lumajang-peringkat-tiga-terendah-di-jatim-bunda-indah-sebut-gara-gara-pendidikan/>

<sup>3</sup> Matius Alfons, *Banyak Game Berkonten Negatif, KPAI Dorong Pemerintah Review Peraturan*, *Detikcom*, 2 April 2019. Dalam link <https://news.detik.com/berita/d-4494653/banyak-game-berkonten-negatif-kpai-dorong-pemerintah-review-peraturan>

<sup>4</sup> Diana Nadifah and Ahmad Ihwanul Muttaqin, "Pembentukan Karakter Disiplin Santri melalui Amaliyah Yaumiyah di Pondok Pesantren Nudul Huda," *Risalatuna: Journal of Pesantren Studies*, Vol. 3, No. 1. Januari 2023, hal. 3. DOI. [10.54471/rjps.v3i1.2277](https://doi.org/10.54471/rjps.v3i1.2277), 1-21

lack of motivation reaching them.<sup>5</sup> If a solution is not sought immediately, it is not impossible that the entire series of events that occur will also lead to horizontal divisions caused by knowledge limitations.<sup>6</sup>

Motivation is a crucial foundation in learning. Motivation can provide the drive to engage in activities with full energy. It is known that motivation can be divided into two types: intrinsic motivation, which is an individual's motivation to be active and doesn't require external prompting because there's a desire to do something, and extrinsic motivation, which is an individual's motivation to be active and requires stimulation from outside sources.<sup>7</sup> The Quran also explains about this motivation, as mentioned in Surah Al-Mujadalah, verse 11:

“O you who believe, when you are told to make room in your gatherings, then make room; Allah will give you abundance. And when you are told to rise, then rise; Allah will raise in ranks those who believed from among you and those who are given knowledge. And Allah is All-Aware of what you do”<sup>8</sup>

The above passage explains that the intended learning motivation refers to the extrinsic motivational aspect of students. Firstly, it is about a person

attaining a higher degree of faith in Allah by carrying out His commandments and refraining from His prohibitions. Secondly, it pertains to being bestowed with knowledge. The meaning of the verse is that a high status in the eyes of Allah can be achieved by becoming a knowledgeable person. Students with high learning motivation exhibit indicators such as preparing themselves before attending classes, actively participating in the classroom learning process, and following up on lessons taught in the class. The indicators encompassing students' learning motivation include study preparation, engagement in the learning process, and lesson follow-up.<sup>9</sup>

From the initial observations carried out at Islamic Miftahul Ulum Klakah Middle School, several issues related to a decline in student learning motivation were identified. Ms. Usmiyati recounted that during classroom learning activities, students quickly feel bored, have difficulty concentrating, and become easily drowsy. This condition arises due to the lack of motivation within the students themselves to learn more diligently. Students tend to be inactive in their learning, whereas if they could engage actively and more diligently, this would indicate that they possess learning motivation, thereby preventing the

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<sup>5</sup> Amna Emda, “Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran”, *Lantanida Journal*, vol. 5, no. 2 (2017), 175. dalam <https://jurnal.ar-raniry.ac.id/index.php/lantanida/article/download/2838/2064>

<sup>6</sup> The gradual limitation of this knowledge will eventually become a social issue that may also lead to divisive efforts with sectarian undertones. Lihat Ahmad Ihwanul Muttaqin dan Ihya' Ulumuddin, “Santri Kreatif di Daerah Rawan Konflik: Studi Peran dan Pemahaman Santri Terhadap Nilai Toleransi dan Pluralitas Agama di Desa Sidomulyo Pronojiwo

Lumajang,” Proceeding Annual Conference for Muslim Scholars. dalam <http://proceedings.kopertais4.or.id/index.php/ancoms/article/view/456>

<sup>7</sup> Endang Titik Lestari, *Cara Praktis Meningkatkan Motivasi Siswa Sekolah Dasar* (Sleman: Deepublish Publisher, 2020), 6.

<sup>8</sup> H Muhammad Shahih, *Aisyah Al-Qur'an Terjemah* (Bandung: Kementerian Agama RI, 2010), 543.

<sup>9</sup> Achmad Badaruddin, *Peningkatan Motivasi Belajar Siswa melalui Konseling Klasikan* (Jakarta: CV. Abe Kratifindo, 2015), 20.

learning activities from becoming dull.<sup>10</sup> The boredom experienced by students is also caused by the monotonous nature of the teaching methods, as evidenced by some students' inability to focus during lessons. Furthermore, students struggle to manage their daily schedules, leading some to feel drowsy during classroom learning sessions. To address this, teachers must be capable of creating a comfortable and engaging learning environment within the classroom by employing various teaching models and incorporating a spiritual approach.<sup>11</sup>

## THEORETICAL SUPPORT

### A. Learning Motivation

#### 1. Learning Motivation in Literature Review

The term "motif" is characterized as a work that encourages someone to do something. A motif can be described as the primary impetus for engaging in specific activities to achieve a goal. Stemming from this concept of "motif," motivation can be elaborated as a driving force that becomes active at certain times and for specific purposes.<sup>12</sup>

The term "motivation" is defined as the drive for an entity to undertake a particular activity in order to achieve a specific goal. Motivation encompasses everything that prompts an individual to take action.<sup>13</sup> McDonald states that motivation is the adjustment of human

energy marked by the emergence of emotions that are preceded by reactions to the presence of a goal. Motivation is characterized by the emergence of an individual's emotions and affections. This means that motivation is linked to psychological issues, affections, and emotions that can influence human behavior. Motivation is stimulated by the presence of a goal, as it is a response to an activity.

Thus, the motivation to learn arises due to stimulation from a goal. The need for motivation in learning is to cultivate students' willingness and driving force to fulfill their needs. By motivating students, they will be able to participate in the learning activities from start to finish, making it easier for them to absorb and internalize the lessons being taught.<sup>14</sup> From the explanation above, it can be understood that learning motivation itself is the students' enthusiasm in the learning process in order to achieve optimal results.<sup>15</sup>

#### 2. Requirements Regarding Motivation

An individual engages in activities driven by various factors. According to BF Skinner, these tendencies are often formulated within the framework of stimulus-response

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<sup>10</sup> Usmiyati (teacher), *Interview*, Klakah, 11 Januari 2022.

<sup>11</sup> Observation, Klakah, 11 Januari 2022

<sup>12</sup> Sardiman, *Interaksi Dan Motivasi Belajar-Mengajar* (Jakarta: Rajawali Pers, 2016), 73.

<sup>13</sup> Lestari, *Cara Praktis Meningkatkan*, 4.

<sup>14</sup> Zafar Sidik, Sobandi, "Upaya Meningkatkan Motivasi Belajar Siswa Melalui Kemampuan Komunikasi Interpersonal Guru", *Jurnal Pendidikan Manajemen Perkantoran*, vol.3, no.2 (Juli 2018), 193. <https://ejournal.upi.edu/>

<sup>15</sup> Yusep Kurniawan, *Inovasi Pembelajaran* (Surakarta: CV Oase Group, 2019), 9.

mechanisms. It is this mechanism of stimulus-response relationship that guides towards a particular activity. In the context of learning activities, it is crucial to establish a process for students to engage in learning activities. To learn effectively, a sound process and strong motivation are necessary. Providing motivation to students entails inspiring them to undertake desired actions. Initially, this will steer towards the subjects of learning, students' needs, and their desire to partake in various learning activities. Based on the aforementioned explanation, humans have needs:

- a. The need to engage in an activity.

This is important for children, as they enjoy doing things on their own. According to this concept, it is in direct contrast to the nature of children if parents insist on keeping them at home all the time. This is related to the learning activities, where a task will be successful if approached with enthusiasm.

- b. The need to make others happy

Engagement in life activities, one of them by doing something that brings joy to others. The relationship with a student is joyful when they are

motivated by others like parents to study

- c. The need to achieve results

By giving praise, the learning process will proceed smoothly. Praise can motivate students to be more diligent in their studies to achieve their achievements. This will make students improve further; children must have numerous opportunities to engage in activities with optimal results so that they can attain their achievements.

- d. The need to overcome difficulties

Difficulty or inability leads to a lack of self-confidence for students. However, this can be a positive driving force to transform into competence through diligence and encouragement from the people around them. Motivation in this context plays a crucial role in the effort to create specific conditions that can facilitate the achievement of excellence.

Human motivation is also related to the ever-changing human needs. Therefore, motivation is closely connected to issues of needs<sup>16</sup>. In this regard, Maslow provides a perspective on the hierarchy of human needs as follows:

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<sup>16</sup> Tri Rumhadi, "Urgensi Motivasi dalam Proses Pembelajaran, The Urgent of Motivation in

Learning Process," *Jurnal Diklat Keagamaan*, vol.11, no.1 (Januari-Maret 2017), 38.  
<https://bdksurabaya.e-journal.id/>



Figure 1. Maslow's Hierarchy of Needs Theory

According to Maslow's perspective, lower-level needs must be fulfilled before higher-level needs. The hierarchy of basic needs is depicted as a ladder, encompassing five fundamental needs. First, physiological needs are rooted in an individual's physical well-being, such as eating to prevent hunger and drinking to quench thirst. Second, the need for safety. In this theory, the need for safety pertains to stability, dependence, freedom from fear, anxiety, order, and much more. Third, the need for love and belonging, which in this theory refers to the requirement for love, affection, and a sense of being valued. Fourth, the need for esteem. The intention behind the need for esteem in this theory is the stable and firm need for self-evaluation from others.<sup>17</sup> Esteem needs encompass recognition originating from others, excluding popularity and excessive praise due to external

<sup>17</sup> Try Gunawan Zebua, "Teori Motivasi Abraham H Maslow dan Implikasinya dalam Kegiatan Belajar Matematika", *Jurnal Pendidikan Matematika*, vol. 3, no. 1 (2021), 73-74.

factors. Fifth, the need for self-actualization. This need is situated at the highest level and represents individuals' desire for self-satisfaction. It implies that individuals tend to fulfill their own potential to the extent of their abilities.<sup>18</sup>

Regarding motivation, Frederick Herzberg also put forth his opinion on the two-factor theory that can influence work and is also related to motivation. Frederick Herzberg's perspective can be seen in the illustration below:

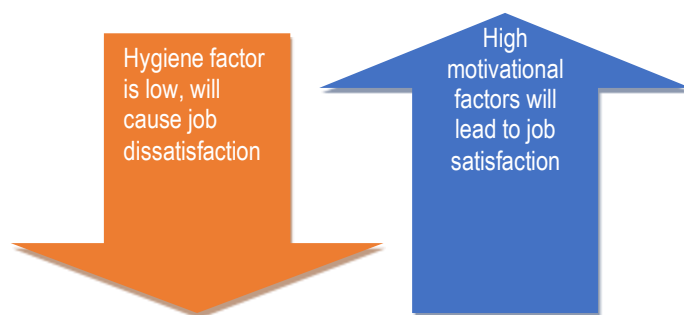


Figure 2. Frederick Herzberg's Two-Factor Theory

According to Frederick Herzberg, the work context can be characterized as optimal, where in our work, we will neither obtain satisfaction nor experience dissatisfaction. Factors that can influence work attitudes are those that fulfill individual needs for self-actualization in work. The two-factor theory comprises motivational factors, including achievement, recognition, job challenges, and hygiene factors,

<https://jurnal.unimor.ac.id/>

<sup>18</sup> Seri Manajemen, *Motivasi dan Kepribadian Oleh Abraham H Maslow* (Jakarta: PT Gramedia, 1984), 50-52.

encompassing salary, security, status, and working conditions.<sup>19</sup>

### 3. Learning Motivation Function

Learning outcomes will improve if there is motivation. The more precise the motivation provided, the more beneficial the learning becomes. Therefore, motivation will always determine the strength of learning efforts. The function of motivation is divided into three parts:

- a. Encouraging humans to act, as a driving force. In this regard, motivation propels every activity being undertaken.
- b. Determining the direction of actions, towards the goals to be achieved. Thus, motivation can provide direction and align activities with the evolving objectives.
- c. Selecting actions, ensuring that actions performed align with the goals, while disregarding non-beneficial actions. For instance, a student preparing for an exam with the hope of passing will naturally focus on studying and avoid spending time on playing, as it doesn't align with their expectations or objectives.

Apart from these three functions, there is an additional role of motivation, where it serves as a catalyst for effort and achievement. People make efforts because of motivation.

Effective learning motivation yields positive results; based on diligent work and, particularly, motivation, students can produce favorable outcomes. A student's motivation significantly influences their learning achievement.<sup>20</sup>

### 4. Factors Influencing Learning Motivation

A student's motivation during learning can be influenced by several factors, namely:

#### a. Internal self factors

A student's motivation is essentially intrinsic, occurring without coercion or external influence, but rather as an inherent capability.

#### b. Teacher's ability

The teacher's ability is undoubtedly crucial and impacts students' willingness to learn. Motivation must be instilled by teachers when conducting lessons and beyond.

#### c. Student's guardian

Parents or guardians are the most important and initial educators for their children, as the primary education for a child starts at home. The role of parents or guardians is vital; besides providing motivation for their children to learn, they must also provide the best education for them.

### 5. Types of Learning Motivation

Motivation can be categorized into two types:

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<sup>19</sup> Frederick Herzber, Bernard Mausner, Barbara Bloch Syndirman, *The Motivation to Work With*

*A New Introduction By Frederick Herzberg* (New York: Routledge, 2017), 113-119.

<sup>20</sup> Sardiman, *Interaksi dan Motivasi*, 84.

- a. **Intrinsic Motivation.** This refers to an individual's motivation that arises from within, prompting them to engage in an activity without needing external incentives to be active in that activity. It can also be described as occurring without coercion or external prompting, but rather as an inherent capability. Therefore, intrinsic motivation can be seen as the motivation where the learning process originates and continues based on inner drives, and it is closely tied to the learning activity itself.
- b. **Extrinsic Motivation.** This type of motivation operates actively and functions with external stimuli. For instance, an individual might study because they are aware that there will be an exam the next morning, with the hope of achieving a good grade and receiving praise from their friends. In this case, learning is not driven by a desire to acquire knowledge, but rather by external influences.<sup>21</sup>

McGregor argues that there are fundamental differences in human behavior, which is a combination of external and internal theories known as Theory X and Theory Y. Theory X assumes that each individual dislikes their job, is lazy, and needs to be coerced into showing their achievements; it leans

more towards the negative aspects. On the other hand, Theory Y is the opposite of Theory X. In Theory Y, the perspective is more positive as it highlights the potential for growth and development in each individual.

Essentially, every human possesses these two facets, namely the positive and negative, but one of them stands out more prominently, whether it's the theory X perspective or the theory Y perspective.<sup>22</sup>

#### 6. Principles of Learning Motivation

The activity of learning cannot be separated from other factors. Learning is an activity that involves both mental and physical components. Learning will never be achieved without strong internal and external driving forces as further efforts. The factors that influence one's learning activities in this discussion are referred to as motivation. Motivation can also come as an effort, as a result of persuading individuals or specific groups to effectively achieve their goals through their activities. Motivation plays a crucial role in learning activities. No one learns without motivation. To better optimize the role of motivation, the principles of motivation in learning must be understood and explained within the learning activities. There are several principles of motivation in learning, including:

- a. Motivation as the foundational driving force

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<sup>21</sup> Widayat Prihartanta, "Teori – Teori Motivasi", *Jurnal Adabiya*, vol.1, no.83 (2015), 5.

<sup>22</sup> Lina Marliani, "Motivasi Kerja dalam Perspektif Douglas MC Gregor", *Jurnal Ilmiah*

*Ilmu Administrasi Negara*, vol. 6, no. 2 (2019), 3-4. <https://jurnal.unigal.ac.id/index.php/dinamika/article/view/2254>



that propels learning activities.

- b. Intrinsic motivation is preferable to extrinsic motivation in learning activities.
  - c. Praise serves as a better motivator than punishment.
  - d. Motivation is closely related to the needs in learning.
  - e. Motivation can boost self-confidence in learning.
  - f. Motivation leads to achievements in learning.<sup>23</sup>
7. Examples of Motivation in School Educational activities and learning require both intrinsic and extrinsic motivation. Through motivation, students can develop the drive and initiative to guide and sustain their engagement in learning activities. In this context, it is important to understand that there are various ways and types of motivation, namely:
- a. Providing grades
  - b. Rewards
  - c. Competition
  - d. Giving challenges
  - e. Knowing outcomes
  - f. Praise
  - g. Punishment
  - h. Desire to learn
  - i. Interest
  - j. Recognized goals<sup>24</sup>

## B. Ceramah Plus Method

Ceramah plus method is closely related to the lecture method itself. The lecture method can be considered a traditional method as it

has been used since ancient times as a means of communication between teachers and students. This lecture method has several weaknesses, namely:

1. Easily leads to verbalism (literal understanding of words).
2. Visual learners lose out, while auditory learners benefit more.
3. Prolonged use can result in boredom.

In addition to its weaknesses, the lecture method itself has advantages, such as:

1. The teacher can easily control the class.
2. Easy class organization.
3. It can accommodate a large number of students.
4. Simple to prepare and implement.
5. The teacher can explain lessons effectively.<sup>25</sup>

The ceramah method has many drawbacks, hence it needs to be supported by tools, media, or other methods. The ceramah plus method is a combination of the lecture method with other teaching methods. According to Raymond H. Simamora, the lecture plus method is one of the approaches used by teachers to deliver instructional material, and the lecture plus method itself is a teaching method that utilizes more than one approach, specifically combining the lecture method with other teaching methods.<sup>26</sup>

Several forms of enhanced lecture methods include:

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<sup>23</sup> Azhar Haq, "Motivasi Belajar dalam Meraih Prestasi", *Jurnal Vicratina*, vol.3, no.1 (Mei), 197. <http://www.riset.unisma.ac.id/index.php/fai/article/view/1081>

<sup>24</sup> Sardiman, *Interaksi dan Motivasi*, 92.

<sup>25</sup> Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2010), 97.

<sup>26</sup> Mulyono, *Strategi Pembelajaran Menuju Efektivitas Pembelajaran di Abad Global* (Malang: UIN Maliki Press, 2012), 82.

1. Ceramah Method Plus Question and Answer and Assignment<sup>27</sup>
2. Ceramah Method Plus Discussion and Assignment<sup>28</sup>
3. Ceramah Method Plus Demonstration and Practice
4. Ceramah Method Plus Demonstration and Experimentation
5. Ceramah Method Plus Sociodrama and Discussion  
Ceramah Method Plus Problem Solving and Assignment.<sup>29</sup>

## METHOD

This article is the result of a research study that utilizes a qualitative research approach of descriptive nature, employing analysis with an inductive approach. Emphasis on the research process and utilization of theoretical foundations is undertaken to ensure that the research focus aligns with the facts in the field. The research was conducted at Miftahul Ulum Klakah Islamic Junior High School. The primary data sources include the Head of Miftahul Ulum Klakah Islamic Junior High School, who is the Islamic Education teacher, Mrs. Usmiyati, S.Pd., as well as student representatives. Secondary Data Sources were obtained from other subject teachers. Data collection techniques involve observation, interviews, and documentation. Data analysis is carried out through various stages, starting

from data collection, data reduction, data presentation, and drawing conclusions. Data validity is ensured through source triangulation, time triangulation, and method triangulation.

## RESULT AND DISCUSSION

### A. Description of the Research Object

Miftahul Ulum Klakah Islamic Middle School is an institution under the auspices of the Islamic boarding school foundation. This institution was founded in 2007. Currently Miftahul Ulum Klakah Islamic Middle School is led by Mr. Taufikurrohman, S.Pd. under his leadership, this institution began to develop and show various changes and began to be known by the wider community. The establishment of the Miftahul Ulum Islamic Middle School was very short.<sup>30</sup> At first the Miftahul Ulum Klakah Islamic boarding school only had a non-formal institution, namely madrasah diniyah. Mr. Fauzi, the former regent of Lumajang, gave input to K.H Mukhlis Syarif as caretaker of the Miftahul Ulum Klakah Islamic boarding school, then this school was founded.<sup>31</sup>

### B. Discussion Of Research

Based on the research findings, several research discoveries have been obtained, including the fact that students have

<sup>27</sup> Santriani, "Inovasi Pendidikan: Metode Pembelajaran Monoton ke Pembelajaran Variatif (Metode Ceramah Plus" *Jurnal Ilmiah Iqra'*, vol. 10, no.1 (2016), 49. <http://journal.iain-manado.ac.id/index.php/III/article/view/590>

<sup>28</sup> Junierissa Marpaung, "Pengaruh Penerapan Metode Ceramah Plus dengan Metode Resitasi Terhadap Motivasi Belajar Mahasiswa Bimbingan Konseling Universitas Riau Kepulauan Batam," *Jurnal Kopasta*, vol.3, no.2 (2016), 60.

<https://journal.unrika.ac.id/index.php/kopasta-journal/article/view/554>

<sup>29</sup> Santriani, "Inovasi Pendidikan: Metode Pembelajaran Monoton ke Pembelajaran Variatif", 50. <http://journal.iain-manado.ac.id/index.php/III/article/view/590>

<sup>30</sup> Ika Fitriah (Bagian Tata Usaha), *Wawancara*, Klakah, 7 Maret 2022.

<sup>31</sup> Taufikurrohman (Kepala Sekolah), *Wawancara*, Klakah, 7 Maret 2022.

gained motivation during Islamic Education learning sessions. Several strategies employed to enhance students' intrinsic and extrinsic motivation include sharing teachers' life experiences with students, stimulating students' curiosity in each lesson, reciting prayers and the divine names (*al-asma al-husna*), providing an overview as a stimulus related to the upcoming study material, narrating stories of prophets or relevant figures in line with the upcoming material, implementing rewards for students who have completed assignments effectively and are capable of expressing their opinions, and applying punishments to students who fail to complete assignments.

Another method used by Islamic Religious Education teachers to enhance students' motivation is by actively listening to students' emotional expressions, allowing the teacher to seize the opportunity to provide motivation.

The method of lecture-plus employed by Islamic Religious Education teachers includes both lecture, discussion, and assignments. The teaching process involves several stages. First, the introductory stage involves greetings, checking on students' well-being, taking attendance, reciting prayers and the names of Allah (*al-Asma al-Husna*), and giving motivation. Second, the core stage includes revisiting previous topics, the teacher introducing the upcoming lesson, forming student groups, presenting discussion topics or materials, and assigning tasks to each student. Third, the concluding stage entails discussing assignments collectively, summarizing the lesson content with students, and bidding

farewell. Afterward, the teacher provides positive feedback to the students.

Several challenges in enhancing students' learning motivation in Islamic Religious Education at SMP Islam Miftahul Ulum Klakah include limited available media resources. To overcome these obstacles, teachers employ teaching methods that are suitable and easily comprehensible for students, while also providing additional time to certain students who require extra attention in a particular subject.

Frederick Herzberg proposed the two-factor theory, which pertains to job satisfaction and dissatisfaction. A job context can be described as optimal when individuals experience neither satisfaction nor dissatisfaction while working. Work attitude can be influenced by fulfilling individual needs for self-actualization in the job. The two-factor theory comprises motivational factors like achievement, recognition, job challenges, and hygiene factors such as salary, security, status, and working conditions. Islamic Junior High School Islam Miftahul Ulum Klakah boosts student learning motivation by implementing rewards and punishments during the learning process, based on Herzberg's theory. The application of recognition motivation aligns with the practice of offering rewards and punishments by teachers during the learning process.

In alignment with Abraham Maslow's theory, which emphasizes fulfilling lower-level needs before higher-level ones, the fourth need for esteem is relevant. Maslow's concept of esteem refers to

recognition from others, not just fame or excessive external factors, and includes reasonable praise. Islamic Junior High School Islam Miftahul Ulum Klakah provides recognition to students during the learning process by acknowledging their successful completion of tasks through teacher-delivered words of praise.

Despite adhering to Abraham Maslow's and Frederick Herzberg's principles and theories, there are additional unique activities in the implementation of Islamic Religious Education, such as *ibrah* and *uswah* (lessons and examples), as well as reciting prayers and the names of Allah (*asmaul husna*). Incorporating *ibrah* and *uswah* involves the teacher sharing personal life experiences and stories of prophets or role models to serve as examples for students. Through this approach, students can draw lessons from the teacher's experiences and apply them to their own lives.

Furthermore, the practice of reciting prayers and the names of Allah (*asmaul husna*) occurs before and after the learning process, serving as a constant reminder of Allah's presence throughout various activities, particularly the learning process. Reciting the names of Allah also stimulates students' enthusiasm for learning, as the melodic recitation of the *asmaul husna* is employed.

Raymond H. Simamora explains that the lecture-plus method is a teaching approach where educators utilize multiple main methods to convey instructional material, with the lecture being a central component. At SMP Islam Miftahul Ulum Klakah, the lecture-plus method involves

both lecturing, discussing, and assigning tasks. This method is carried out in accordance with the teaching steps: the teacher lectures on the subject matter, then assigns tasks and facilitates discussions among students in the class. In the final stage, each student receives an individual assignment from the Islamic Religious Education teacher.

Based on the discussion above, and after connecting it with the existing theoretical perspectives, it can be concluded that the findings are in the form of spiritually-based learning motivation, achieved by incorporating spiritual aspects into the learning process as depicted below:

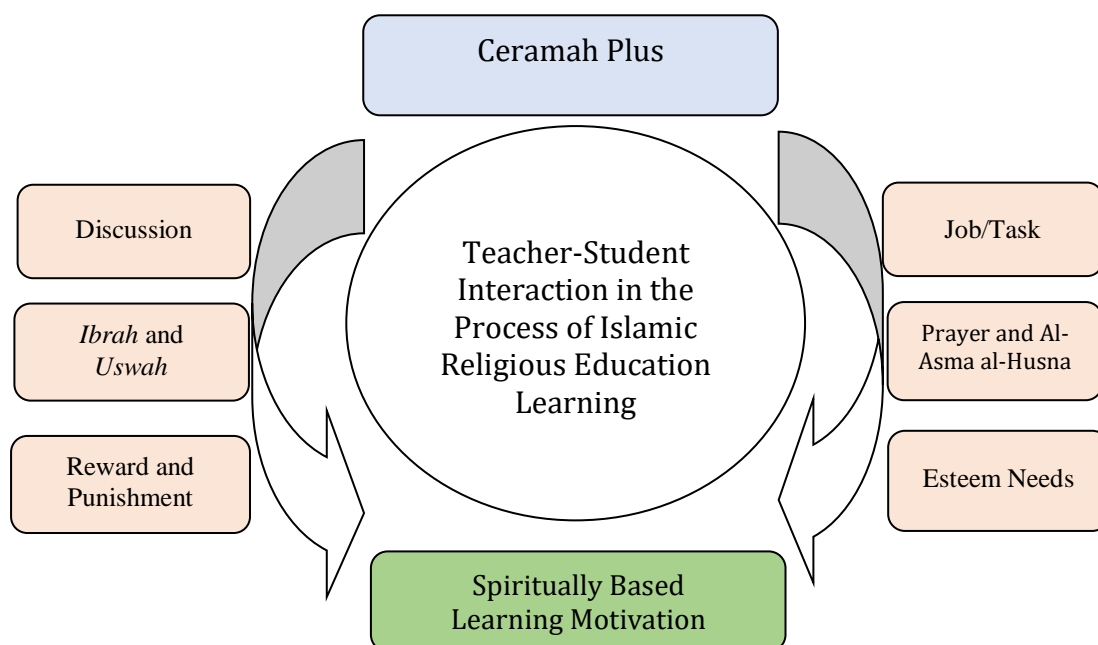


Figure 3. Spiritually-Based Learning Motivation

The chart above illustrates the process of forming spiritual-based motivation at Miftahul Ulum Klakah Islamic Junior High School. This occurs when teachers and students interact during the Islamic Education (PAI) learning process using the lecture plus method. The lecture plus model employed includes the lecture-discussion method and assignments, supplemented by additional activities conducted by the PAI teacher, such as providing lessons from stories of moral lessons and exemplary figures (ibrah and uswah), recitation of prayers and the Divine Names (asmaul husna), implementation of rewards and punishments, and addressing students' need for recognition.

## CONCLUSION

The conclusion of this article includes several points. The improvement of students' learning motivation has been carried out by the teachers of Islamic Junior High School Miftahul Ulum Klakah, particularly the Islamic Education teacher, during the learning process. This is achieved by sharing the teacher's life experiences with the students, arousing the students' curiosity, reciting prayers and the names of Allah (*Al-Asma al-Husna*), providing visual aids as stimuli, narrating stories of prophets or exemplary figures relevant to the students' lives, implementing rewards and punishments for all students.

The implementation of the teaching method follows the stages of the learning process. The introductory stage involves greetings, checking in with students, reciting prayers and Asmaul Husna, and providing motivation. The core stage includes revisiting previous lesson materials, the teacher initiating the discussion of the upcoming lesson material with the students, forming student groups,

presenting discussion topics or materials, assigning tasks to individual students. Finally, the concluding stage comprises the teacher discussing the assigned tasks with the students, summarizing the lesson material together, and ending with greetings.

In the process of enhancing students' learning motivation, there are inevitably challenges and obstacles. The perceived obstacles and challenges include students' tendency to be less engaged during the learning session and the limitation of available teaching media. To overcome these challenges, teachers should employ teaching methods that are both suitable and easy to comprehend for the students. Additionally, they can provide extra study time to those students who genuinely require additional learning hours.

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