Methods of Islamic Religion Teachers in Improving Post-Online Student Learning Motivation at MTs Al-Washliyah 18 Tembung Academic Year 2022-2023

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ABSTRACT

This research aims to be oriented towards describing the methods of Islamic religious education teachers to increase motivation to study Islamic religious education in the post-COVID-19 pandemic period at MTs Al-Washliyah 18 Tembung for the 2022-2023 academic year. This type of research is called qualitative research. To obtain the data needed in this study, it is used in the form of data, either in writing, orally, or in actions observed through observation and interviews. The approach used in this study uses a qualitative descriptive approach; this method utilizes qualitative data and is described descriptively. In this study, the methods applied to learning Islamic religious education were cooperative learning, project-based learning, and interactive multimedia implementation. The selection of the method used is considered based on the backgrounds and learning styles of students in the MTs environment. Al-Washliyah 18 Tembung

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1.   INTRODUCTION

The spread of Corona Virus Disease (COVID-19) since December 2019 has been almost all over the world, including Indonesia. Republic of Indonesia Presidential Decree Number 12 of 2020 concerning the Stipulation of Non-Natural Disasters for the Spread of Corona Virus Disease 2019 (COVID-19), so that it has an impact on the transformation of forms of daily activities, including learning activities. This policy has an impact on the demands for a very fast transition with changes to the learning system that was previously carried out face-to-face, changing to a distance learning system, or better known as online learning (Salim, Zulaika, Miranda, & Amin, 2021). The purpose of implementing learning from home is to: (1) protect residents of education units from the adverse effects of COVID-19; (2) prevent the spread and transmission of COVID-19 in educational units; (3) ensure the fulfillment of psychosocial support for educators, students, and parents or guardians; and (4) ensure the fulfillment of children's rights to receive educational services during the COVID-19 emergency.

At present, the spread of COVID-19 has been gradually managed by the government, as indicated by the existence of a circular from the Ministry of Education and Culture regarding guidelines for implementing face-to-face education, which will be enforced in the 2021–2022 academic year. This brought back the transformation of education, which was originally carried out online, to face-to-face learning. This again has an impact on the process of adaptation and transition in the implementation of learning for both students and all subject teachers, including Islamic religious education teachers in the educational environment.

Islamic religious education teachers faced various challenges during the COVID-19 pandemic and after. Teachers are required to have high methods in online and post-online learning systems because they are in professional positions that are directly related to the world of education and interact with students in their daily livesns that are directly related to the world of education and interact with students in their daily lives. Moreover, the role of Islamic religious education teachers as educators as well as mentors of students in Islamic religious learning cannot be abandoned. In Islamic religious education, teachers must do everything possible so that students can be served well, taking aspects of the effectiveness of (Mawaddah, Sinaga, & Salim, 2022).

The challenges or difficulties of Islamic religious education teachers and students in the online learning system are part of the dynamics of education during the COVID-19 period and after. Islamic religious education teachers, as the key to successful learning, strive to improve learning methods. In dealing with online learning problems, Islamic religious education teachers need to improve their methods. This method is related to the teacher's ability to make changes to the teaching model, the teacher's ability to make improvements to weaknesses in teaching procedures or stages, the teacher's ability to explore (search for) new ideas, the teacher's ability to take advantage of advances in technological media, and various other abilities that are significant with the creative teacher category. Education in schools is essentially an activity of the learning process. In the learning process, the teacher plays a major role, and there is an important series of actions by teachers and students in which there is a direct reciprocal relationship between teachers and their students. This is the main requirement for the learning process to take place.

Based on the interrelationships of these relationships, a teacher is always faced with a number of students who have their own characteristics; in an extreme way, it is said that actually every child is different from one another. In carrying out their teaching duties, the teacher acts as a motivator by stimulating, giving, and providing encouragement and reinforcement to maximize student potential, foster student activity, and foster creativity so that dynamics occur in the learning process.

Seeing the extent to which the Islamic religious education teacher's methods have increased student learning motivation in the post-COVID-19 pandemic at MTs Al-Washliyah 18 Tembung, the researchers will follow up on this by conducting research activities. As it is known, motivation is an aspect that every teacher should pay attention to, as was done by the teacher at MTs Al-Washliyah 18 Tembung. It is recommended that every teacher have the ability to generate student learning motivation so that students can achieve good learning outcomes. In the teaching and learning process at MTs Al-Washliyah 18 Tembung, the efforts made by a teacher are nothing more than trying to stimulate and generate student learning motivation so that they can learn optimally, and that concentration will not materialize if students are not motivated.

In a study (Abidin, Hasibuan, & Harahap, 2023), it was found that face-to-face meetings made people more interested in learning. The interaction activities carried out during the implementation of the learning process—both direct interactions with peers and interactions with subject teachers—have an impact on this. The opposite occurs in online learning, where it is found that student motivation to learn decreases due to boredom during the virtual learning process.

Also, research (Wahyuni & Bhattacharya, 2021) showed how Islamic Religious Education (IRE) can be analyzed and how to get students more interested in learning. This study concluded that the decrease in student motivation will be reduced due to family conditions and the influence of

technology, as well as facilities, infrastructure, and student desires that arise from the student's internal.

Meanwhile, based on research conducted by (Kaso & Ilham, 2020) the use of multimedia technology in learning media has an impact on increasing student learning motivation. Students become more enthusiastic and can witness and conclude from illustrations that come from the learning media presented by Islamic religious education teachers.

It can be said that the online learning motivation of students at MTs Al-Washliyah 18 Tembung is good, but when compared with the learning motivation of students at other schools of the same level, the learning motivation of students at MTs Al-Washliyah 18 Tembung is relatively low. So it is necessary to make observations related to the causes of low student learning motivation and the implementation of methods for increasing student learning motivation during a pandemic at MTs Al-Washliyah 18 Tembung. So that this can be used as material and an illustration related to student learning motivation in Islamic religious studies and can be used as a basis for evaluating the management ranks of MTs Al-Washliyah 18 Tembung to be able to increase the activity and effectiveness of students in Islamic religious lessons. This is done in the hope of improving student learning outcomes and the quality of learning, especially in Islamic religious education lessons.

2. METHODS

The research was carried out using a type of qualitative research with a field research approach, with the location of the research being carried out at MTs Al-Washliyah 18 Tembung in the odd semester of the 2022-2023 academic year. This research will be oriented towards the description of the methods implemented by Islamic religious education teachers during the learning process of Islamic religious education. As well as providing a description of the methods that can be used to increase student motivation in Islamic religious education subjects.

2.1. Data Source

So that he could get the information he needed, the researcher set up a number of ways to collect data that were in line with his goals, such as:

1. Observation

In a study, observation is the most important part that must be done by researchers. Because a researcher can directly see and feel the condition of the subject and object of research by observing it.

With communication and interaction, researchers get the opportunity to find out about the activities there by involving themselves as subject activities, so that they are not considered strangers but are part of every ongoing learning process. With this observation or observation method, researchers want to know the process of direct educational interaction.

2. Interview

Interviews are conversations with a specific purpose. The interviewer who posed the question and the interviewee who responded to it were the two parties involved in the conversation. At this stage, the researcher plays an active role in asking questions and provoking discussion with informants about certain problems in order to obtain answers to existing problems and obtain research data. The use of this interview method is intended to obtain information face-to-face, which means directly dealing with informants. It is also intended to check for the completeness of the data obtained.

In this study, the researcher brought an interview guide that contained an outline of the things to be stated. The discussion moves from the general to the specific. Researchers conducted question and answer sessions with the principal, teachers, and students. The relationship between the researcher and the subjects being interviewed is in an ordinary setting in everyday life, so it doesn't look stiff and scary. After all of the interviews were done, the researcher put together basic notes and abstractions to help with data analysis.

3. Documentation

The documentation method is used to find out about the role of the teacher in the learning process and how motivated the students are in Islamic education classes.

The goal of the research is to collect data in the form of the answers that the respondents gave during the interviews.This is done to be more sure of the truth of the object to be studied. Researchers will record the data completely and quickly after it is collected, so as to avoid possible loss of data. Data collection is carried out continuously and only ends when saturation occurs, namely, when no new data is found in the research. Thus, it is considered that an in-depth understanding of this study has been obtained.

Each method has advantages and disadvantages, so researchers use all three methods, namely, in-depth interviews, participant observation, and documentation, so that they complement one another. In this case, it is intended that the data obtained produce valid and credible findings.

2.2. *Data Analysis Techniques*

Data obtained from interviews can be in the form of field notes obtained through observation, interviews, and several documents from the research location. The data will be analyzed to get a summary of the meaning of the data. Furthermore, the data will be correlated, reduced, and presented, and conclusions can be drawn according to the results of the data verification process during the data collection process; this refers to the Miles and Huberman Method (Wahyuni & Bhattacharya, 2021) (Salim, 2022). In detail, the stages of data analysis can be carried out using the following steps:

1. Data reduction

Data reduction is a way to talk about the results of the summary after going through the process of choosing what information to use.This is done by sorting out the main things, focusing on the things that are important, and looking for themes and patterns. Furthermore, the reduced data will produce clearer information illustrations, which can make it easier for researchers to collect data beforehand and look for it when needed.

2. Data Presentation

In qualitative research, data presentation can take the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. The way to present data in qualitative research is with a narrative text description.

3. Data Verification/Drawing of Conclusions

The third step in data analysis describes the process of drawing conclusions and verifying them with the aim of determining the suitability of the research results. The initial conclusions put forward are still temporary and will change if strong evidence is not found to support the next data collection stage. But if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions, as well as other data relevant to the problem being studied. If the data has been collected as a whole, then the next process that will be carried out is the classification process. This process describes the illustration of information through words or sentences that are separated according to categories to obtain conclusions.

3. FINDINGS AND DISCUSSION

3.1. *Motivation to Learn*

Motivation to learn describes the desire and encouragement that come from within a student to focus on an educational process to achieve optimal learning outcomes. Students with a high level of learning motivation will prioritize satisfaction in undergoing the learning process and set aside feelings, actions, and desires that have no relevance to their learning objectives(Atma, Azahra, & Mustadi, 2021). In this regard, learning motivation is related to the psychological aspects of each individual student, so that this will arouse students' enthusiasm to learn actively. This motivational factor must be taken into account by the teacher during the learning process, especially in Islamic religious education classes (Wahyuni & Bhattacharya, 2021) (Abidin et al., 2023). Some of the students' efforts in generating positive learning enthusiasm are generally influenced by several factors which become influential aspects of the amount of learning motivation possessed by each individual student.

3.2. Factors and Constraints on Students' Learning Motivation at MTs Al-Washliyah 18 Tembung Post Online

This study implements learning strategies based on the results of interviews with Islamic religious education teachers in the Mts Al-Washliyah 18 Tembung environment, post-online. It also describes the results of interviews with students at Mts Al-Washliyah 18 Tembung about other things that can affect student learning motivation in an online post. A description of the results of interviews with students of MTs Al-Washliyah 18 Tembung can be found in Table 1.

Table 1. Obstacles to Student Learning Motivation Mts Al-Washliyah 18 Tembung Post Online

No	Constraints	Description	Impact
1	Reduced interest level	Students are less interested in learning in Islamic religious education classes, which makes them less eager to learn.	In Islamic religious education classes, students will get bored, which will make them feel lazy and less likely to want to learn.
2	Environmental influences and age friends	Groups or individual students who are dominant in a class with less motivation to learn will have an impact on other student groups	There are indications of the addition of students who will decrease motivation due to environmental influences and peers.
3	Residential environment	Students must get attention from parents in the neighborhood where they live.	As a result of the lack of parental supervision, some students experience a decrease in learning motivation, which will have an impact on student learning outcomes
4	Get used to using gadgets.	Students feel bored learning with a face-to-face system due to the very fast transformation of the learning system.	The impact of the use of devices affects learning styles and student's adaptation processes.

3.3. Learning Strategy

A teacher of Islamic religious education must choose strategies and ways to learn in order to help students learn. Strategic learning is a set of plans for putting learning methods into place by making the most of different learning resources to reach educational goals (Wahyuni & Bhattacharya, 2021). The selection of learning strategies must be determined appropriately and efficiently, taking into account the specific aspects of teaching materials, and it is hoped that this will increase student learning motivation, which will directly impact student learning outcomes (Fatimah, 2019). Given the important role of learning strategies, this refers to the composition of learning strategies, in which there are several components such as methods and the utilization of learning facilities that can be maximized to obtain effectiveness and efficiency in carrying out the learning process (Pettalongi, Abbas, & Hasnah, 2022).

According to the specific principles that were used to make learning strategies, they must have the following parts (Deak & Santoso, 2021):

1. Interactive
   The teaching process is not only defined as the transformation of knowledge but also implies the interaction of teachers and students, students with students, and students with their environment.
2. Inspirational
   This principle accommodates students' doing and trying something; therefore, the teacher must be flexible and open, thus opening up the possibility of something being done by students.
3. A pleasant impression
   The learning process can help students achieve their greatest potential. If students are free from anxiety and fear, it will have the potential to create great interest in learning.
4. Challenge
   During the learning process, students are told to think more and more, which helps the brain work at its best.These skills can be enhanced by stimulating student interest through inquiry, intuitive thinking, and various forms of exercise.
5. Motivation
   Students cannot have the will to learn if there is no motivation. In every learning process, one of the responsibilities and obligations of the teacher is to provide motivation. Students can be encouraged to act or do something with motivation. Students who feel the need to move will do it independently. Teachers must be able to demonstrate the value of learning experiences and resources in students' lives in order to motivate them.

Based on this description, Islamic religious education teachers have an important role in applying learning strategies; this is done in an effort to make it easier for students to accommodate student learning outcomes (Huda, Hanief, & Hakim, 2022). The concept of learning strategies can be implemented in the learning methods used by Islamic religious education teachers. This is used as a basis and is one of the basic parts included in the observation stage.

At this stage, interviews with Islamic religious education teachers were conducted in order to obtain several descriptions of the strategies implemented with the aim of escalating student learning motivation in the MTs Al-Washliyah 18 Tembung environment, as represented in Table 2.

Table 2. Illustration of Teacher Strategy for Islamic Religious Education MTs Al-Washliyah 18 Tembung

No	Strategy	Description	Impact
1	Description of the urgency of learning activities	Illustrations of the urgency of learning are given in the form of information that has the meaning of mastering the competencies students will acquire during and after the learning process takes place.	According to the lesson plan, this will affect how well the students understand how to master the skills.
2	Form competitive discussion and study groups.	The formation of a competitive group will bring competition to be one of the best.	Individuals and groups will be more motivated to put in their best effort during a learning process when there is a competitive impact.
3	Appreciation, reward, and praise	The existence of an award is an acknowledgement of student	Increase the confidence of award recipients and provide additional

		success in providing maximum effort in the learning proce	motivation and examples for other students.
4	*Punishment*	The goal of punishment is to get students to be more disciplined and serious about doing their work and taking part in the learning process.	Students who receive punishment can reflect on their actions and realize the mistakes they have made.
5	learning atmosphere	The teacher is the most important component in creating a good, directed learning atmosphere.	Students will feel comfortable participating in learning activities. A comfortable learning atmosphere has the potential to increase student learning motivation.
6	Open consultation opportunities	In addition to parents, teachers have influence in shaping the character and personality of students with several approaches, such as consultation, sharing, and discussion.	Students have the opportunity to share things that are poorly understood and can receive solutions to the learning obstacles they face, especially in religious education subjects.

3.4. Efforts of Post-Online Islamic Religious Education Teachers in Increasing Student Learning Motivation at Mts Al-Washliyah 18 Tembung

Based on the results of interviews that have been conducted with post-online Islamic religious education teachers in the MTs Al-Washliyah 18 Tembung environment in Table 1, answers are obtained that are relevant to the implementation of steps that are considered capable of increasing student learning motivation in Islamic religious education lessons. The relevance in question has met the criteria according to the aspects of increasing student motivation. This is due to an indication of increased learning motivation due to environmental factors, which can be described as follows: (Yough, Merzdorf, Fedesco, & Cho, 2019) :

1. Feeling competent in their own abilities.
2. Feeling a sense of connection with peers and teachers during the learning process
3. Independent in self-regulation and decision-making.

The way that feeling confident in one's own skills is described suggests a link with feeling appreciated and getting rewards. This gives students a chance to be creative in a way that fits with how Islamic religious education teachers teach and how their students learn. The resulting impact is the formation of self-confidence, which can foster motivation to learn according to the capacity and potential of individual competencies. On the other hand, understanding competence mastery during the learning process also has relevance to aspects of the description of the urgency of learning. So that students' beliefs about their individual competencies or abilities can be understood based on the urgency orientation of the learning process.

Islamic religious education teachers at MTs Al-Washliyah 18 Tembung also use learning methods and strategies by putting students into study and discussion groups to make learning more competitive. This application is related to the aspect of linking with peers during the learning process. Each student will have the opportunity to interact with one another by expressing opinions in

accordance with the learning topics directed by Islamic religious education teachers. Apart from that, there is also an aspect of the relationship with the teacher, as shown by the implementation of the consultative approach provided by Islamic religious education teachers. Each individual student has the same rights and opportunities to consult with Islamic religious education teachers. This step reflects the teacher's attachment to students who have learning difficulties or do not understand some of the material descriptions presented, and the teacher can even carry out consultations in the form of sharing various things that can increase student learning motivation.

Other aspects can be seen in the interrelationship of the independence factor in self-regulation and decision-making regarding the aspects of punishment and the atmosphere of the learning environment. Each student is required to comply with a series of academic regulations that apply to the educational environment. Each student can exercise self-control to know the limits imposed on an educational environment. It is also oriented towards efforts to apply disciplinary values and is one of the factors that influences the formation of student character as individuals who comply with applicable rules and show maximum seriousness and focus in following all forms of learning procedures. Based on an understanding of the academic regulations that apply, each individual student has an important role in creating a comfortable and conducive learning atmosphere. This is also inseparable from the role of Islamic religious education teachers in providing direction to class groups.

3.5. *Methods for Increasing Students' Learning Motivation Mts Al-Washliyah 18 Post Online Tembung*

Table 3 shows how the learning strategy can be used in Islamic religious education classes at MTs Al-Washliyah 18 Tembung, based on examples from the interviews.

Table 3. Methods of Islamic Religious Education Teachers at MTs Al-Washliyah 18 Tembung

No	Method	Description	Impact
1	Cooperative Learning	Dividing students into study groups that focus on developing cooperative skills and mastery of material that has been described by previous Islamic religious education teachers. This method is combined with competitive aspects that can shape the character of student responsibility in groups and are able to provide scientific arguments for solving a problem.	Escalation of academic achievement, fostering an open character towards diversity, and developing attitudes and social skills
2	Project Base Learning	Solving problems by involving students and instructing them to solve problems	The problem base is driving, focuses on participatory learning, and involves aspects of collaboration in students.
3	Interactive Multimedia	The use of learning media as a tool to help with the learning process	Attract students' attention in learning and be able to increase the attractiveness of Islamic religious subjects, and is oriented towards increasing learning motivation.

The cooperative learning method has a learning orientation in small groups for achieving learning goals with the help of fellow students (Hidayat, Rohiat, & Bahar, 2020). The Islamic religious education teacher will share the types of material contained in the lesson plan with small groups to be discussed together. The consideration of dividing into small groups is based on the consideration of student heterogeneity with the aim of increasing student motivation and being able to accept a diversity of opinions. In addition, the heterogeneity factor within the group can stimulate student motivation. It can be seen that students who have good academic achievement will be able to sharpen their understanding of the material and provide material information that is understood to other students in a group. This concept will stimulate other students to be able to contribute ideas and have a direct impact on increasing the learning motivation of other group members.

Each individual member of the group has a certain amount of responsibility for the material given to the group. This has an impact on the escalation of student academic achievement, the ability to accept diversity of opinions, and the development of attitudes and skills to interact socially with the learning environment (Haidir & Salim, 2012). All of these components are related to the motivation of learning carried out in Islamic religious education subjects. Learning activities will continue to iterate until the condition is met that all students understand the material provided, whether it is carried out between discussion group members, between one group and another, or between groups and the teacher. Aspects of appreciation and appreciation are added as supporting options in the implemented cooperative learning. This refers to the academic recognition of learning performance in a group that is considered to have good cooperation, understanding of the material, and delivery of information. So that students who receive awards or appreciation will have confidence in their competence and foster motivation to learn in other groups of students.

In addition, the method that can be implemented by the Islamic religious education teachers at MTs Al-Washliyah 18 Tembung is project-based learning (PBL). This method is oriented towards inquiry-based instructional methods that involve students in knowledge construction, instruct them in solving problems, and have optional applications in everyday life (Guo, Saab, Post, & Admiraal, 2020). Some of the benefits of implementing this method are the existence of instructions that are a driving force for students in developing academic skills in terms of problem analysis and considering options that will be used as solutions based on the results of individual student thinking. So that the focus of learning and student participation in problem solving is more focused and can lead to increased student motivation in learning.

Multimedia is used so that students from different backgrounds can learn in ways that work best for them. Multimedia is a way to learn information that combines a number of different types of media into one part (Elviana, Inderawati, & Mirizon, 2020). Adding interactive parts that can respond to what students do and how they act is one way to make multimedia. Islamic religious education teachers at MTs Al-Washliyah 18 Tembung can apply the use of various types of platforms that can be utilized in building interactive learning media. This is based on the attractiveness of gadgets to students with a variety of information technology contained in them (Indah Septiani, Septiani, Rejekiningsih, Triyanto, & Rusnaini, 2020).

Pengoperasian gawai yang dilakukan siswa terjadi selama proses pembelajaran daring, dimana gawai dioperasikan dalam dalam intensitas yang tinggi untuk mengikuti seluruh proses pembelajaran. The operation of the devices carried by students occurs during the online learning process, where the devices are operated at high intensity to follow the entire learning process. So that this will help students in the process of adaptation to the face-to-face learning system in Islamic religious education lessons without completely leaving the habits that are carried out in online learning. In line with this, the application of information technology-based interactive multimedia is considered capable of supporting the escalation of students' motivation levels in learning Islamic religious education.

4. CONCLUSION

Various types of learning methods, if implemented optimally, can increase student motivation. However, the use of each learning method that is applied can be adjusted to the needs and heterogeneity of backgrounds and learning styles of students. Islamic religious education teachers at MTs Al-Washliyah 18 Tembung use a variety of learning methods, including cooperative learning, project-based learning, and the use of interactive multimedia. The cooperative learning method, project-based learning, can be applied to assist students in training their analytical powers, understanding, and solving problems that are used as learning materials. In particular, cooperative learning gives students the opportunity to collaborate with other students in solving a problem. This can trigger students to be responsible for the material presented by Islamic religious teachers and be able to provide options for solutions to the problems given.

While the interactive multimedia implementation method gives freedom to students to respond and be creative during the learning process, So that this can motivate students to imagine and explore the material conveyed by Islamic religious education teachers in more depth. In addition, the use of interactive multimedia can facilitate students' habits of operating devices, considering that in the learning system the entire series of learning is carried out using devices. The entire series of methods implemented is oriented towards the efforts of Islamic religious teachers in increasing student learning motivation in the MTs Al-Washliyah 18 Tembung environment.

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