

## The Role of Teachers in Building Students' Learning Motivation in Islamic Religious Education and Character Education Subjects at SDN Kediri Binong

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### ABSTRACT

Student learning motivation is a crucial aspect in the educational process, especially at the elementary school level which forms the foundation for character and spirituality development. Based on the theory of learning motivation in Islamic education, teachers of Islamic Religious Education and Character Development (PAIBP) play a strategic role as motivators and value builders. This research aims to identify the role of PAIBP teachers in increasing student learning motivation and to analyze the supporting and inhibiting factors at SDN Kediri Binong. Using a descriptive qualitative approach, data was obtained through observation, interviews, and documentation of PAIBP teachers, school principals, and students in grades V and VI. The results showed that teachers perform various roles such as facilitator, motivator, evaluator, and organizer, with main strategies including verbal appreciation, Islamic story-based learning media, and personal affective approaches. Student motivation increases when these strategies are applied consistently. Supporting factors include family support and a conducive learning environment, while obstacles include economic, health, and social constraints. This research provides a theoretical contribution to understanding the role of PAIBP teachers in the context of motivation formation, as well as practical recommendations for developing adaptive and character-based teaching strategies.

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## INTRODUCTION

Learning motivation is one of the key factors determining the success of the educational process (Syarnubi, Muhamad Fauzi, Baldi Anggara, Septia Fahiroh, Annisa Naratu Mulya, Desti Ramelia, Yumi Oktarima, 2023), especially at the elementary school level where the foundation of values, character, and knowledge begins to form (Sardiman, 1996). Islamic Religious Education and Character Development (PAIBP) is one of the subjects that plays an important role in shaping students' morals and spirituality, but is often considered difficult because it requires deep understanding and high discipline. Previous studies show that low student learning motivation can be influenced by various factors, both internal such as lack of self-motivation, and external such as lack of active teacher roles and limited parental support at home (Muhammad, 2016).

In this context, teachers have a very significant role, not only as deliverers of subject matter, but also as motivators, guides, and facilitators in creating a pleasant and meaningful

learning atmosphere (Juhji, 2016). However, there are still limitations in studies that specifically explore the concrete practices of PAIBP teachers in local contexts, especially in public elementary schools, so more in-depth and contextual studies are needed. In addition, references from recent literature discussing motivational approaches in PAI learning in the last decade have also not been widely directly linked to the teacher's role in daily practice.

Based on the results of pre-observation on July 17, 2024, at SDN Kediri Binong, it was found that students' motivation to learn in PAIBP lessons was still low, as seen from behaviors such as not focusing in class, not doing assignments, and frequent absences. This shows a gap between learning expectations and the reality faced by teachers in the field. Therefore, it is important to systematically examine how PAIBP teachers play a role in building student learning motivation through the strategies and approaches used.

This research aims to deeply identify the role of PAIBP teachers in increasing student learning motivation, as well as exploring supporting and inhibiting factors that affect the effectiveness of this role. This research is important as an effort to strengthen the teacher's role in encouraging active student participation and creating a positive learning climate in the elementary school environment.

## METHODS

This research uses a qualitative approach with a descriptive method. This approach was chosen because it aligns with the research objective of deeply and contextually understanding the role of PAIBP teachers in building student learning motivation, as suggested by Creswell in qualitative studies that emphasize subjective meaning and complex social processes. This method allows researchers to understand the meaning constructed by research subjects in their social context (Creswell, 2010).

The research subjects consist of PAIBP teachers, school principals, and students in grades V and VI at SDN Kediri Binong. Subject determination was done purposively, considering their direct involvement in the PAIBP learning process and the relevance of information they could provide to the research focus. Purposive selection refers to the consideration that informants have direct experience and adequate knowledge related to the issues being studied (Miles, M. B., & Huberman, 2020).

The research implementation procedure involves three main data collection techniques: observation, in-depth interviews, and documentation (Sugiyono, 2017b). Observations were conducted on learning activities in grades V and VI to obtain a real picture of teacher and student interactions, learning methods used, and classroom atmosphere related to learning motivation. In-depth interviews were conducted with PAIBP teachers, school principals, and selected students to explore their perceptions regarding the teacher's role in motivating students and the obstacles faced. Documentation was used as supporting data including Lesson Plans (RPP), learning evaluation results, and documentation of extracurricular activities related to religious education and character building.

The instruments used in this research include observation guidelines, interview guidelines, and a list of documents reviewed (Sugiyono, 2017a). To maintain data validity, researchers used source and technique triangulation techniques, and conducted member checks to confirm the accuracy of the collected data. Additionally, an audit trail was also conducted to ensure transparency in the data analysis process. The collected data was analyzed using Miles and Huberman's qualitative data analysis model, which includes three stages: data reduction, data presentation, and conclusion drawing (Miles, M. B., & Huberman, n.d.). Data reduction was done to sort relevant data, then data was presented systematically to facilitate interpretation, and finally conclusions were drawn to provide a comprehensive understanding of the role of PAIBP teachers in increasing student learning motivation.

## FINDINGS AND DISCUSSION

The results of this research are answers to the research questions that have been previously described in the introduction section, namely regarding how the role of Islamic Religious Education and Character Development (PAIBP) teachers in building student learning motivation at SDN Kediri Binong, as well as supporting and inhibiting factors.

### 1. The Role of Teachers in Increasing Student Learning Motivation

PAIBP teachers at SDN Kediri Binong hold a central role in the learning process that not only emphasizes mastery of material, but also character building and student motivation (Rahman, 2021).

- a. **As a teacher**, the teacher delivers teaching material using various methods such as lectures, group discussions, and project-based learning that can stimulate student activity.
- b. **As a motivator**, the teacher provides praise, appreciation, and continuous encouragement to foster students' enthusiasm for learning.
- c. **As a mentor**, the teacher gives special attention to students with low motivation or learning difficulties, through personal approaches and additional guidance.

### 2. Learning Approaches That Increase Student Motivation

The learning strategies implemented by PAIBP teachers aim to make students feel emotionally and spiritually connected to the material.

- a. Moral and religious values are integrated into learning, so students see the relevance of PAIBP (Islamic Religious Education and Character Education) lessons to real life (Efendy, R., 2022).
- b. Learning media such as pictures, videos, and religious stories are utilized to enrich students' learning experiences.
- c. Feedback is given constructively to provide students with an understanding of their achievements and encourage continuous improvement.

### 3. Supporting and Inhibiting Factors of Learning Motivation

#### a. Supporting Factors:

- 1) **Family environment that is supportive:** Students with parents who are actively involved in education show higher learning motivation (Nengsih & Dafit, 2022). F
- 2) **Conducive school environment:** Positive relationships between teachers and students as well as adequate learning facilities support the learning process. C

#### b. Inhibiting Factors:

- 1) **Family economic conditions:** Some students do not have adequate learning facilities due to economic limitations.
- 2) **Social environment:** Negative influences from the surrounding environment or peers can decrease learning motivation.
- 3) **Health problems:** Students who experience health issues tend to be less focused and easily lose learning motivation.

### 4. Strategies Implemented by Teachers to Overcome Obstacles

Teachers of Islamic Religious Education and Character Education (PAIBP) apply various strategic steps to overcome learning motivation barriers: (Masrifah, I., Sayekti, S. P., Andryannisa, M. A. Z., & Mufida, 2023)

- a. Strengthening character values and ethics in religious education.
- b. Taking an emotional approach to students with problems.
- c. Establishing intensive communication with parents through regular meetings or informal communication (Wulandari, 2021).

- d. Adapting teaching methods to the psychological and social conditions of students (Muhibin, 2011).

## CONCLUSION

This research shows that the role of PAIBP (Islamic Religious Education and Character Education) teachers at SDN Kediri Binong is very influential in increasing student learning motivation. Teachers not only function as material presenters but also as motivators, guides, and evaluators who are able to build a supportive learning environment. Despite obstacles such as family economic conditions and the influence of the social environment, teachers are able to minimize these constraints through creative and personal learning approaches.

The main contribution of this research lies in the deep understanding of concrete strategies that can be applied by PAIBP teachers in building student learning motivation at the elementary school level, especially in environments with limited resources. In addition, these findings also provide practical implications for the development of teacher training in improving pedagogical and emotional competencies. For further research, it is suggested to explore the integration of technology in PAIBP learning as an alternative to strengthen student motivation, as well as to examine the collaborative role between teachers, parents, and the school community in creating a more optimal learning climate.

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