

## **Analysis Use Motivation Study Student in Islamic Religious Education Learning Using the PAKEM Method in Senior High Schools**

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### **Abstract**

*This study analyzes the effectiveness of the PAKEM method (Active, Creative, Effective, and Enjoyable Learning) in improving students' learning motivation in Islamic Religious Education (PAI) learning among high school students in Bandung. The method used in this study is quantitative with a cross-sectional survey design and data collection techniques using a Likert scale questionnaire instrument totaling 21 items. Each question item has been tested for validity and reliability and has a size greater than the  $r$  table value (0.325) with a significance level of 5%. Learning motivation is examined through four aspects: relationship, satisfaction, attention, and self-confidence developed based on Keller's theory. The findings of the study showed high overall motivation aspects, with a total score of 78.24%. Relationship is the aspect with the highest score, indicating students' perceptions of the practical value of PAI in their lives, followed by satisfaction, reflecting the success of the method in creating a positive and satisfying learning experience. The level of attention is maintained through interactive and varied learning activities, while self-confidence, although rated the lowest, is still high, indicating further opportunities to foster self-confidence among students. This study concludes that the engaging PAKEM approach effectively increases motivation and supports cognitive engagement in religious studies, recommending continued implementation with a focus on enhancing student confidence through additional structured speaking and presentation practice.*

**Keywords:** PAKEM, Motivation, Students

### **Abstrak**

Penelitian ini menganalisis efektivitas metode PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan) dalam meningkatkan motivasi belajar siswa dalam pembelajaran Pendidikan Agama Islam (PAI) di kalangan siswa SMA di Bandung. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan rancangan survei *cross-sectional* dan teknik pengumpulan data menggunakan instrumen angket skala likert berjumlah 21 item. Setiap item pertanyaan sudah diuji validitas dan reliabilitasnya dan memiliki ukuran yang lebih besar dari nilai  $r$  tabel (0,325) dengan tingkat signifikansi 5%. Motivasi belajar diteliti melalui empat aspek: hubungan, kepuasan, perhatian, dan kepercayaan diri yang dikembangkan berdasarkan teori Keller. Temuan penelitian menunjukkan motivasi keseluruhan aspek yang tinggi, dengan skor total 78,24%. Hubungan merupakan aspek dengan skor tertinggi, yang menunjukkan persepsi siswa terhadap nilai praktis PAI dalam kehidupan mereka, diikuti oleh kepuasan, yang mencerminkan keberhasilan metode tersebut dalam menciptakan pengalaman belajar yang positif dan memuaskan. Tingkat perhatian dipertahankan melalui kegiatan belajar yang interaktif dan bervariasi, sementara kepercayaan diri, meskipun dinilai paling rendah, masih tinggi, yang menunjukkan adanya peluang lebih lanjut untuk menumbuhkan rasa percaya diri di kalangan siswa. Penelitian ini menyimpulkan bahwa pendekatan PAKEM yang menarik

secara efektif meningkatkan motivasi dan mendukung keterlibatan kognitif dalam studi agama, merekomendasikan penerapan berkelanjutan dengan fokus pada peningkatan kepercayaan diri siswa melalui latihan berbicara dan presentasi terstruktur tambahan.

**Kata Kunci:** PAKEM, Motivasi, Siswa

## Introduction

Motivation Study can interpreted as ability For encourage, guide, defend, and determine action certain during the learning process (Lim, 2004). Motivation learning can also interpreted like ability student For more fulfil duties and responsibilities answer academic (Rehman et al., 2020). In addition, motivation in learning is also capable interpreted become runway on somebody act and also do behavior special during learning (Chan et al., 2023; Zhou & Tian, 2017).

Like As mentioned above, there are two types reasons: intrinsic and extrinsic. From the perspective motivation intrinsic, hierarchy Maslow's needs state that student become more motivated For Study when they realize that they own need need (Hung et al., 2013). Students with motivation intrinsic act in accordance interests and pleasures that have There is in himself (Ryan & Deci, 2020). In other words, the drive extrinsic is the driving force somebody For learn something. Motivation This at a time push student For Study with Good Because Want to finish tasks difficult, desire know, and be satisfied in Study (Nasrudin, Sandi, et al., 2023).

Important factors in Study is motivation study. There is a clear reason For matter this. Motivation important in the learning process Because a number of reason. Motivation high learning especially increase desire student For participate in class, improve activity learn it, and make it they still being in class. Second, motivation student Become element main in measure how far is the quality they learn and absorb information provided. Students who have encouragement Study apply thinking cognitive in a way more effective when to study a topic, until more capable absorb information. Third, motivation. be one of aspect key in determine success students. Therefore that, motivation learning is very vital for student For reach an extraordinary achievement normal (Hsieh, 2014). This is fully reasonable, because more students motivated will achieve more Good in his study. Research others found that motivated students in a way active For Study No only predict success academic but also has satisfaction good life. So, really valuable for prospective teachers so that consistent maintain and improve motivation Study student.

Various study currently active done in Japan about method learning. A research by Umam (2019) investigate How arithmetic can strengthen encouragement study. His research disclose implementation arithmetic This can increase activity, motivation and quality Study MI students Miftakul People class IV in Garm district province Blitar. Not only that, Abroto et al., (2021) analyze about How method *blended learning* influence drive and achievement school student learning basis. His research to state students who use blended method and method traditional have motivation and achievement different learning. Students who apply blended learning approach is more motivated. Study by Nasrudin, Supriadi, et al., (2023) investigate How method lecture influence support learning For student class four in school base laboratory UPI pilot project. This research state that method This effective in increase

motivation Study students. Can concluded that with choose approach accurate learning so encouragement Study student potential develop.

Research on method learning in glass international is still trend studied in various countries. Such as as it is research conducted Terrón-López et al., (2017) implement *project based learning* at the Faculty of Engineering at the European University of Madrid (UEM). Research results show that *Project based learning* is very positive from corner view students and teachers. In special, they value How development projects important Motivate they For produce more learning in-depth. The students also acknowledged contribution projects the to interpersonal, communication and management skills time they. They feel that experience This increase understanding they to material lesson before and give they trust self in apply what has been they learn about the problem realistic. Research De Witte & Rogge, (2016) analyze *problem based learning* can For increase motivation students conducted at 15 schools intermediate in a way randomized study in Flanders, Belgium. Results of the study show that student in PBL courses earn results good test compared to student in training delivered with method conventional. In other words, on average, students in PBL courses earn score far test more tall compared to with student in non -PBL courses. Research conducted by Herranen & Aksela, (2019) researching *inquiry learning* capable increase motivation study. Research location in is located at the Department of Chemistry, Faculty of Science, University of Helsinki. His research state method *inquiry* use question Can develop motivation students. Use questions asked by students Alone proven Growing interest and drive for student in Study science, because question they used in investigation. This method allow student For more play a role active and involved in learn. and foster a sense of responsibility responsibility and ownership on the learning process they.

Different with researches previously that has been researching influence method mathematics, blended learning, methods lectures, *project based learning*, *problem based learning*, and learning based on inquiry to motivation Study students, then research This oriented towards improving motivation Study student with method others. We analyze Islamic Religious Education learning with PAKEM method (Learner Active, Creative, Effective, and Fun) in class continued in a high school in Bandung City. This research done to students in grades XII-2 and XII-12 who apply PAKEM in their learning process. This research expected can to reveal valuable findings in understand level motivation Study participating students in current PAI learning This. Research this is very important remember motivation Study Keep going changed along the walk time learning (Hung et al., 2013). With thus objective research This is analyze motivation Study students who follow Islamic Religious Education learning with PAKEM method.

## Research Methods

Study This apply method quantitative use design survey *cross-sectional*. This design applied Because cross-sectional survey can to study behavior, beliefs, angles view, or routine that applies today (Creswell, 2019). Measuring tools / instruments study This developed refers to the dimensions motivation Keller, (1998) which includes dimensions attention, relatedness, trust self, and satisfaction (David, 2014). Data for study This obtained from questionnaires, and observations. which are applied in study This use Likert scale. The scale

consists of of five options Answers: 'Strongly Disagree ' (STS), 'Disagree ' (TS), 'Don't Know' (TT), ' Agree ' (S), and 'Strongly Agree ' (SS). The collected data will analyzed with use device SPSS software.

Population study This consists of from high school students who attend SMA 15 Bandung. Population High school students implement method PAKEM only covers class XII-2 and XII-12. Students in class the implement Islamic Religious Education learning together his teacher using PAKEM. While students in other classes use other methods in implement Islamic Religious Education learning. With Thus, students class XII-2 and XII-12 are Respondent in study This.

Data obtained from questionnaire analyzed use device SPSS software (M. Askari Zakariah, 2021). In analyzing the data, the steps taken includes: 1) Statistics Descriptive: Statistics descriptive will used For give description general regarding data, such as frequency, percentage, mean, and standard deviation from each variable motivation learning (attention, relationships, beliefs, and satisfaction). 2) Normality Test: Normality test will done For ensure whether the data is normally distributed or not no, with using the Kolmogorov-Smirnov or Shapiro-Wilk test. 3) Reliability Test: Reliability instrument will tested with use Cronbach's Alpha coefficient. The higher coefficient value from 0.7 is considered reliable, shows that instrument questionnaire consistent in measure aspect motivation being studied. 4) Validity Test: Validity test aiming For ensure that instrument questionnaire truly measure aspect motivation learning in question. Validity applied in study This is validity construct, which is tested use method correlation inter-item and item-total correlations. Items that have correlation low with total score will evaluated and, if necessary, issued from analysis more continue. 5) Analysis Inferential: After the data is confirmed normal and the instrument declared valid and reliable, analysis inferential will used For see connection or influence variables motivation. The analysis used will depends on the purpose research, for example analysis regression If want to know influence from each and every aspect motivation to motivation Study students. 6)Data Interpretation: Results of the analysis statistics will interpreted For answer question research, such as level motivation Study student in PAI learning with PAKEM and the most dominant factors influence motivation said. With Thus, data analysis was carried out in a way comprehensive use give description complete about motivation Study student in context PAI learning using PAKEM in SMA phase tall.

## Results Research and Discussion

### Research result

In collecting related data motivation Study students, researchers create and perform tests on instrument study in the form of a questionnaire item that was created. Questionnaire the consists of of 21 items. Validity instrument in research This analyzed with Pearson's bivariate uses device SPSS software. Next compare analysis data with  $r$  table ( $n: 37$ ) = 0.325. All items have mark more big from 0.325, so that capable stated all Valid product. Testing reliability research This use device SPSS software and Alpha technique and produce as following:

Table 1. Test Reliability

Alpha Cronbach	N Number of Items
0.863	21

Response student to every aspect will analyzed and calculated use range percentage following This:

Table 2. Value interval

Category	Interval
Very Tall	85%-100%
Tall	70%-85%
Currently	53%-69%
Low	37%-52%
Very Low	≤ 36%

Researcher use device SPSS software for manage data about motivation learning in Islamic Religious Education learning with PAKEM method. Measuring tools / instruments study This consists of of the 21 items that have been validated. The size of each question item own more value big than r table value (0.325), and is at the level significance 5%. With Thus, researchers can conclude that every points statement considered valid Hidayat, (2021). In addition, based on the table above, we will to list results reliability test analysis use Cronbach's  $\alpha$  formula. Findings This indicates mark good and able accepted of 0.863 (Hidayat, 2021; Mawardi, 2014).

following table serve percentage from each aspect motivation Study students in Islamic Religious Education learning with method GRIP.

Table 3. Motivation Presentation Study Student

Aspect	Indicator	Percentage Aspect	Percentage Total
Attention	1. Desire studying Islamic Religious Education	77.12%	78.24%
	2. Involving student in learning PIE		
	3. Finish task with persistent and consistent		
Trust Self	1. Follow activity learning with believe self	74.86%	
	2. Believe self in ability understand material		
	3. Ask and answer question with believe from		
Satisfaction	1. Satisfied with learning	80.20%	
	2. Satisfied with learning And finish problem		
	3. Satisfied with learning PIE		
Attachment	1. Attachment process learning with material	80.30%	
	2. Attachment between the results with need student		
	3. <u>Attachment method and materials Which taught</u>		

From the table above, percentage motivation Study in a way overall reaching 78.24% shows that mark the enter in category height representing the total value percentage all over

existing aspects. The percentage value of each dimension is as follows: 1) (Attention) 77.12%, 2) Self- Confidence 74.86%, 3) Satisfaction 80.20%, and 4) Attachment 80.30%. Such as As seen in the table above, there are a number of contradictory comparisons, such as only 1.35% for aspect satisfaction and attention.

Aspect Attachment have share the biggest that is by 81.83% of fourth the above factors. Statement the based on the survey given to the majority of students state that The PAKEM method is the correct and suitable method applied when Islamic Religious Education learning. Survey data as following:

Table 4. Percentage Indicator Aspect Connection

Indicator Aspect Connection	Percentage Indicator	Percentage Overall
1. Attachment process learning with material	81.90%	81.83%
2. Attachment between the results with need student	82.10%	
3. <u>Attachment method and materials Which taught</u>	81.50%	

Two factors that make a student feel in accordance with PAKEM method is teacher skills when fulfil need students. Ability This rated up to 82.10%. Teachers achieved matter This with make learning become interactive, convey content in a way creative through games, and optimize method learning active through interaction interactive with students. This is show that PAKEM method still effective in push student learn PAI. Without it, learning will become boring and monotonous. Can concluded that part big high school students feel good and interested learn Islamic Religious Education through learning active, creative, effective and interactive with the teacher.

Satisfaction was the second largest factor in this study, based on student survey results, including:

Table 5. Percentage of Aspect Indicators Satisfaction

Indicator Aspect Satisfaction	Percentage Indicator	Percentage Overall
1. Satisfied with learning	78.50%	79.72%
2. Satisfied with learning And finish problem	78.10%	
3. Satisfied with Islamic Religious Education learning	82.54%	

The table state student feel satisfied to Islamic Religious Education learning with PAKEM method with percentage overall by 79.72%. Statement This is also based on observations that show that student feel satisfied and happy after capable answer teacher questions and feel satisfied post finish Islamic Religious Education learning. This is can achieved with response students who have finish survey with score 78.10 % for answer and solve problem.

Attention become factor the biggest third the biggest in study this, based on results survey students, including:

Table 6. Percentage Indicator Aspect Attention

Indicator Aspect Attention	Percentage Indicator	Percentage Overall
1. Desire student studying Islamic Religious Education	85.00%	78.37%
2. Involving student in learning PIE	77.20%	
3. Finish task with persistent and consistent	72.91%	

Based on table above, indicators motivation Study students on aspects highest attention is desire student in study Islamic Religious Education with PAKEM method is reflected in the figures by 85.00%. This is show desire student as factor main compared to with factor others. The majority student state interested For follow Islamic Religious Education learning. While that, factor both of which have contribution the biggest in matter This is participation student in learning that is as much as 79.45% as seen in the table. Perseverance and tenacity student in finish task is indicator with the lowest percentage. However perseverance student Still Good with acquisition score 67.02%.

Trust self with percentage the smallest in study this, based on results survey students, including:

Table 7. Percentage Indicator Aspect Confidence

Indicator Aspect Trust Self	Percentage Indicator	Percentage Overall
1. Follow activity Study with believe self	72.50%	73.69%
2. Believe self in ability understand material	74.30%	
3. Ask and answer question with believe self	74.27%	

From the table above, the indicators that provide highest percentage in dimension believe self is the amount more students easy understand material PAI with PAKEM method shown with figure of 78.64%. While the indicator Follow activity learning with believe yourself and ask and answer question with believe self follow with difference by 0.27%.

## Discussion

### A. PAKEM Method

How to improve and maintain motivation student is with choose appropriate learning approaches and media (Achmad Faqihuddin, 2024). Research state Approach learning capable strengthen desire students. One of the The method is with use PAKEM method. PAKEM is a

approach teaching used in various method and media teaching. This method combined with management environment so that make the learning process active, innovative, creative and fun (Rafikasari et al., 2021). Learning active is learning that emphasizes activity physical, mental, emotional, even moral and spiritual. According to Surawan, (2019), all student own chance ask, convey opinion, and analyze factor as well as required materials For look for solution. A joyful learning process will produce activity effective learning. Students more pushed For Study independent as well as No existence coercion. Therefore that, it is necessary implement a learning process approach use become breaker problem For solve problem that is what is felt can For varied in learning. One of the mentioned is implementation of PAKEM (YANTI, 2023).

The PAKEM method focuses on focus on learning active, creative, efficient and fun. Active it means the teacher needs create environment Study Where student active ask, ask, and express self. Learn different with Study passive, where you only listen teacher's lecture. This is a learning process active where students to obtain knowledge. In the lesson this, students do mental and practical activities moment they work at level thinking (center)and activity physical (hands). According to Asrofi, (2008), learning effective when in progress in comfortable environment.

PAKEM is a learning process where the teacher plays a role important in make condition learning that drives student active, through use various method learning that can enrich attitudes, skills and understanding students. (Hayati & Lailatussaadah, 2016). More carry on Nurdin, (2015) defines PAKEM as activity learning that requires teachers to make condition Study Where student participate active in analyze and explore Contents learning.

Creativity also aims for teachers to have to implement activity learning with diverse based on characteristics different students. But the fun thing is namely environment serious learning However relax to allow student concentrate full in learning. Effective learning interpreted as a learning process whose goal is his learning can achieved with right and proper with indicator performance (Barnawi & Arifin, 2013), is prerequisite the occurrence effective teaching. Every student must realize not quite enough the answer in the learning process Because it is the students who carry out activity learning For reach objective learning (Remiswal and Rezki Amelia, 2013). "Fun" means create a learning process teach become pleasant so that student put attention full of learning and more Lots use up class time (task time). It means centralize attention to something activity (Mayangsari, 2014).

Success of the learning process depends on the teacher. Learning teach is a activity complex that pays attention Lots mutual things relate (Purwanto et al., 2024). Therefore that, is needed different skills for learning become creative and fun. One of them is ability teach. According to Mulyasa, (2007)" ability teach is competence very complicated professional, so integration various teacher ability occurs in a way thorough and comprehensive. More carry on according to Suryani & L, (2012), "core teaching competencies is standard the ability that must be owned by each individual who works as a teacher in give teaching." Therefore that, teachers need to use skills the For teach. According to Hayati & Lailatussaadah, (2016), teachers can it is said professional if has control four aspect main: mastery eye lesson (knowledge) material), skills management class (classroom management skill), skills leadership (educational skills). In addition, they own knowledge and skills regarding learning strategies (teaching strategies).



## B. Motivation Study

Motivation Study is factor key in success academic student Because become booster main influencing factors level involvement and persistence they in the learning process when student feel motivated in a way intrinsic For chase knowledge and skills new, they tend more focus, perseverance and tenacity in face challenge academic. Motivation This No only influence how much Good they understand material and achieve performance academic, but also how they face obstacles and difficulties that may arise occurs throughout road learning they (Renatd, 2020). Another opinion was expressed by Wingkel (1999) who stated that motivation Study is a a persistent tendency towards oneself a subject For feel interested in something field or matter certain and feel like involved in matter the.

In psychology education, there are two types motivation main: motivation intrinsic and motivation extrinsic. Motivation intrinsic push individual For do activity Because pleasure and satisfaction personal acquired from activity said. If someone own encouragement to himself, then He will know direction objective his learning For example, a person Study mathematics Because feel like solve puzzles number or find patterns new. On the other hand, motivation extrinsic involving factors external like praise, appreciation, or threat punishment, which encourages somebody For reach objective Because hope or consequence from behavior the (Suswati, 2022).

Motivation Study is a trend the heart that will move body For do something. Learn is feeling appreciation, interests, and concerns that are held student to activity learning, which is realized through behavior active and enthusiastic learning. Motivation Study This related with condition students who have feeling said. Because motivation Study bring changes in pattern thoughts, behaviors, and actions somebody (Emda Amna, 2017).

Indicator Motivation Study is reject measuring For determine interest Study students. There are many indicator Motivation student in the learning process, when at school or at home. According to Desy & Naswan (2020), indicators motivation Study student is: 1) Evaluation as well as interest to what is learned 2) Student interests in learning 3) Attention to learning 4) Enthusiasm, participation and trust student in Study currently Study.

Besides that theory motivation studied John Keller, who was known as the "ARCS model", consisting of from four component namely Attention, Relevance, Confidence and Satisfaction. This ARCS model also provides framework deep work For understand motivation learning. The purpose of this model is For increase motivation Study student in a way systematic. Attention emphasizes importance attract and retain attention student through various media and challenges intellectual. Relevance focuses on the creation of material relevant learning with needs and interests student so that they feel valued in learning. Confidence encourages student For own belief to ability they through clear goals and bait positive return. Satisfaction ensured that student satisfied after reach

## C. Use of the PAKEM Method in PAI Learning

Study This to reveal that use PAKEM method (Learning) Active, Creative, Effective, and Enjoyable) in Islamic Religious Education (PAI) is able to grow motivation Study high student (Janiarti, 2022). In general overall, motivation Study student in sample reached

78.24%, which is categorized high. This is show that PAKEM's interactive and student - centered approach succeed increase involvement in Islamic Religious Education learning. Success method This in Motivate student can associated with the focus in create environment relevant, satisfying and participatory learning (Ikhsan, 2022).

Relevance PAI material with life student rated the highest, namely 81.83%. The level of perceived relevance tall This show that student look at PAI content as something that is valuable and can be direct applied to context personal and social them, so that increase connectedness they with material Teachers who implement PAKEM contextualize lessons to be in harmony with experience daily students, who help student recognize mark mark important from learning they (Amrisal, 2021). Harmony between materials and needs student This important For guard motivation, because students who feel learning they relevant tend more involved in a way meaningful (Nuraini, 2019).

Satisfaction also becomes booster main motivation. Claim This based on from results instrument data analysis with level satisfaction by 79.72%. Satisfaction This reflect the effectiveness of PAKEM in make learning enjoyable and satisfying. PAKEM encourages breakdown problems and collaboration, which allows student feel a sense of accomplishment moment they overcome challenge together (Triningsih et al., 2024). Observations also show that student feel satisfied when they can participate in a way active, submit questions, and solve problems, which lead to experiences a positive class that strengthens desire they For Study (Sanga et al., 2022).

Attention, factors important others, also influenced in a way positive by the PAKEM approach, with score by 78.37%. With use various activity like discussion group, game roles and tasks practice, PAKEM prevents monotony Instructions based on lecture traditional. According to Al-Haddar, (2016) matter This make student still involved mentally and physically, the important thing is For eye lesson such as PAI, where maintaining attention can become challenges. High levels of attention were observed show that learning strategy active PAKEM successful maintain interest student in religious studies (Sanga et al., 2022).

Aspect trust myself, even though get score lowest namely 73.69%, remains show level trust high self in a way common among students. Students state believe self in understand and discuss material, although a number of student more hesitant to ask or speaking in class (Innarotul A'yun & Siti Nurjanah, 2020). The results show that even though PAKEM is effective build trust the basic self, still There is room For more support student in express their ideas (Irham Abdul Haris, 2022). According to Saminu, (2023) introduce more Lots presentation groups and projects collaborative can increase trust self, help student feel more comfortable in share perspective they in a way active in discussion class (Defani & Wirdati, 2023).

Study This show that PAKEM has implications positive For motivation Study in eye High Motivation PAI Lessons related close with a more learning process well, and with push involvement cognitive through relevant and enjoyable learning. PAKEM supports understanding and deepening more material in for student (Jainuddin et al., 2021). When students feel learning they connected direct with life they, and they experience satisfaction in progress they, they tend achieve Good in a way academic (Irham Abdul Haris, 2022).

Remember results This, it is recommended that teachers continue apply PAKEM method in PAI class, with focus on strengthening aspects that get score A little more low,

such as trust self. Giving chance addition For exercise speaking and presentation structured can increase confidence self students. In addition, teachers must Keep going make an effort connect PAI content with context life real students, because relevance still become a strong motivator. The insights gained from study This emphasize importance a dynamic, student - centered approach in Islamic religious education, which shows that PAKEM method can be an effective model For involving students and improve motivation they in studying Islamic Religious Education.

## Conclusion

Implementation PAKEM method in PAI learning is proven capable increase motivation student in a way significant, which is very important For grow meaningful engagement and success learning in Islamic Religious Education (PAI). High numbers in relationship and satisfaction student reflect harmony method with values and needs personal students, meanwhile technique learning active maintain attention they during lessons. Although trust self get number more low than aspect others, effects positive highlight potential PAKEM method for support experience learning comprehensive that maintains understanding and trust self students. Research This suggest that teachers can maintain implementation PAKEM, and improve it with enter activity addition For strengthen trust self students. With prioritize environment relevant, interactive, creative and fun learning, PAKEM is proven become effective methods and strategies For maximize motivation student in Islamic Religious Education.

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