STRATEGY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN INCREASING STUDENT LEARNING MOTIVATION

Sri Wahyuni[1], Sanchita Bhattacharya[2]
Institut Pesantren Kh. Abdul Chalim Pacet Mojokerto, Indonesia[1]
Institute for Conflict Management, New Delhi India[2]
Email: Wahyuni2996@gmail.com [1],

Abstract

The purpose of the article was to describe and analyze strategies of Islamic Religious Education (IRE) Teachers in Improving Students' Learning Motivation in Madrasah Aliyah (MA) Class X Hikmatul Amanah. The type of research used is qualitative with a case study approach. Data collection is done by observation, interviews, documentation. Data analysis used the Miles and Huberman method, namely by reducing, presenting, and certifying data. To test the validity of the data by testing credibility, transferability, dependability, and confirmability. The results of this article show 1) IRE teachers at Hikmatul Amanah Mojokerto Islamic School have implemented strategies and methods that are in accordance with the applicable curriculum at the school. However, there are still shortcomings where the teacher lacks varied and boring strategies and methods in the learning process so that students are less motivated to learn pie subjects 2) the inhibiting factor of the teacher's strategy in increasing student motivation to learn is the lack of communication between teachers and parents, the lack of learning media, the family environment, and the school environment can also be an obstacle for teachers during the teaching and learning process. The supporting factors for the teacher's strategy are from the students themselves, how they feel a strong desire and have high aspirations so they are motivated to learn and receive support in the form of attention, rewards, and punishment, praise from family, teachers, and the environment.

keywords:	**Abstrak**
Strategi Guru, Pendidikan Agama Islam, Motivasi Belajar Siswa.	*Tujuan artikel ini adalah untuk mendeskripsikan dan menganalisis strategi Guru Pendidikan Agama Islam (PAI) dalam Meningkatkan Motivasi Belajar Siswa di Madrasah Aliyah (MA) Kelas X Hikmatul Amanah. Jenis penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan dengan observasi, wawancara, dokumentasi. Analisis data menggunakan metode Miles dan Huberman yaitu dengan reduksi, penyajian dan cetivikasi data. Untuk menguji keabsahan data dengan uji kredibilitas, transferability, dependability dan konfirmability. Hasil penelitian menunjukkan 1) Guru PAI di MA Hikmatul Amanah Mojokerto telah melakukan strategi dan metode yang sesuai dengan kurikulum yang berlaku di sekolah. Namun, masih terdapat kekurangan dimana guru kurangnya strategi dan metode yang bervariasi dan membosankan dalam proses pembelajaran sehingga siswa kurang termotivasi juga untuk belajar mata pelajaran pai 2) faktor penghambat strategi guru dalam meningkatkan motivasi belajar siswa yang dihadapi adalah kurangnya komunikasi antara guru dan orang tua, kurangnya media pembelajaran, lingkungan keluarga dan lingkungan sekolah juga bisa menjadi penghambat guru ketika proses belajar mengajar. Adapun faktor pendukung strategi guru adalah dari diri siswa itu sendiri, bagaimana rasa keinginan yang kuat dan punya cita-cita yang tinggi sehingga termotivasi untuk belajar serta mendapat dukungan baik berupa perhatian, reward dan funishment, pujian dari keluarga, guru dan lingkungan.*

INTRODUCTION

Education is an essential component of our lives, as is often explained that education is a conscious effort made by humans to develop the potential of other humans or instill the values they have in others through the process of teaching and training.[1] And, teaching is a process of transferring values in the form of knowledge from a teacher to students or students from one generation to the next.[2] Education in schools is essentially a learning process and activity. In the learning process the teacher plays a major and decisive role. The entire process of teaching is a series of actions of teachers and students that directly occur and also in a reciprocal manner between teachers and students. This is the main prerequisite for the ongoing learning process. In that relationship, a teacher always deals with many students, with varied personalities and individual characteristics, to the extreme it is said that in fact every child is different from one another.[3]

The implementation of education is expected to bring the best results. Of course, it is inseparable from the quality of educators as the main actor. Teachers are expected to carry out the educational process in schools for achieving best of results. In order to be able to carry out their duties and play their roles optimally, it is required for teachers to have a number of competencies, namely personality competencies, professional competencies, pedagogic competencies and social competencies.[4]

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[1] Kamaruzzaman Bustamam Ahmad, 'Educational Practice: Lessons to Be Learned from Madrasah and Religious Schools in Contemporary Southeast Asia', *Indonesian Journal of Islam and Muslim Societies* 5, no. 1 (2015): 29–48; Leonora C. Angeles and Omer Aijazi, 'Revisiting the Madrassa Question in Pakistan: Worlding Lived Religion and Religious Education in Urban Spaces', *Humanity & Society* 43, no. 3 (1 August 2019): 295–326, https://doi.org/10.1177/0160597618814878.

[2] Diana Susilawati Sj, Muhammad Anas Maarif, and Afif Zamroni, 'Strategi Pengembangan Program Pembelajaran Pendidikan Agama Islam Sekolah: The Development Strategy of Islamic Religious Education Learning Programs', *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (10 January 2021): 20–40, https://doi.org/10.31538/tijie.v2i1.21.

[3] Juni *Astuti*, Mona Novita, and M. Syukri Ismail, 'Peningkatan Motivasi Belajar Menggunakan Contextual Teaching and Learning Di Madrasah Ibtidaiyah Swasta Raudhatul Mujawwidin Tebo', *Jurnal Educative: Journal of Educational Studies* 5, no. 1 (1 July 2020): 16–28, https://doi.org/10.30983/educative.v5i1.1630; Gunawan Gunawan, Ni Made Yeni Suranti, and Fathoroni Fathoroni, 'Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period', *Indonesian Journal of Teacher Education* 1, no. 2 (25 April 2020): 61–70, https://journal.publication-center.com/index.php/ijte/article/view/95.

[4] Inok Ahn, Ming Ming Chiu, and Helen Patrick, 'Connecting Teacher and Student Motivation: Student-Perceived Teacher Need-Supportive Practices and Student Need Satisfaction', *Contemporary Educational Psychology* 64 (1 January 2021): 101950,

For analyzing Islamic religious education and the institution of Aliyah Madrasah, one needs to understand the importance of education within the scope of Islam, and emergence of Madrasah education. The basic nature of madrasah system has kept on evolving through the ages. The origin of this word can be traced back in the classical Hebrew. Usually, it is supposed that the word 'madrasah' has been derived from an Arabic infinitive '*Dars*' meaning 'to study' and madrasah being an adverb of place, carries the meaning of, place of studies or the place of learning; nevertheless, there were places in the pre-Islamic Arabic known to the Jews called '*Midrash*'. Midrash is said to have been derived from its Hebrew or Arabic root word '*DARSH*'.[5]

Knowledge in Islam has always been used as a tool for preserving the ideologies of Prophet. Consequently, when the Muslim Empire crossed boundaries of Arabia, and entered new territories, the Islamic education worked like a foundation providing support to the exterior political super-structure. The state was primarily interested in madrasahs as a steady source of professionals while the *Ulema* were primarily interested in fashioning a community based on the precepts of 'true Islam'.[6]

Apart from studying the religious aspect of Madrasah education, it can also be said that the institution acted as a centre of knowledge assimilation. The aspect of knowledge has a special position in the realm of Madrasah education. Knowledge is the most essential requisite of a true Muslim. Education has always received great credibility in the religion of Islam. The religion emerged in the barred Arabian land which was both culturally and socially backward. Thus, education was put forward as the lamp to illuminate darkness.[7]

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https://doi.org/10.1016/j.cedpsych.2021.101950; Cornelius Brandmiller, Hanna Dumont, and Michael Becker, 'Teacher Perceptions of Learning Motivation and Classroom Behavior: The Role of Student Characteristics', *Contemporary Educational Psychology*, 11 June 2020, 101893, https://doi.org/10.1016/j.cedpsych.2020.101893; Prof Dr Sudarwan Danim, *Pengembangan Profesi Guru* (Prenada Media, 2012).

[5] Muzoffor Alam, 'Madrasa System of Education in India Continuity and Chance : A Case Study Based on Colonial Impact', *INFLIBNET*, 2014, http://shodhganga.inflibnet.ac.in:8080/jspui/handle/10603/21464.

[6] Alam, Arshad. Unpublished MS. 'State, Community and Ideology: Locating Contemporary Madrasas.' M.Phil. Dissertation, New Delhi: Jawaharlal Nehru University. 2000

[7] Hassan, Moinul, Madrasa Education: Present Scenario & The Muslim Community. Available online at http://pd.cpim.org/2002/march10/03102002_madrasas.htm, 20021

One can very well state that there has been a deviation in the nature and character of madrasah over a substantial period of time. During the early days of Islam, madrasah was considered an institution of knowledge both religious and secular. It used to be the regular area of debate and subjects like astronomy, physics, architecture, politics, literature etc. were regularly discussed among the scholars and teachers. But, unfortunately, over a period of time, madrasah did evolve as only a place of religious learning.[8]

In the context of Indonesia, Madrasahs are an indispensable part of the education system. As a predominantly Muslim country, Madrasahs progressed rapidly in Indonesia. From the colonial period, independence to modern times, Madrasahs' existence remains an essential part of educating the lives of the Indonesian. Thus, the development of Madrasahs in Indonesia is of particular concern to the government because Madrasahs have become outstanding among the Indonesian Muslim community. Furthermore, madrasahs are more accessible for children from poorer households, rural locations, and less educated parents who have a sizeable proportion in Indonesia's total population.[9]

While discussing the context of contemporary era, it is not easy to teach and instill Islamic education. Islamic religious education needs a balanced exitance along with modern developments so that it can be understood and rationalized in a contemporary set-up[10]. The important role of Islamic religious education is in accordance with the goals of national education, namely developing students to become rational and just human beings with qualities such as, piousness, noble

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[8] Sanchita Bhattacharya, 'Madrasa Education in Pakistan: In the Context of Government Policy', *Global Education Magazine* (blog), 19 September 2014, http://www.globaleducationmagazine.com/madrasa-education-pakistan-context-government-policy/.

[9] M. Niaz Asadullah and Maliki, 'Madrasah for Girls and Private School for Boys? The Determinants of School Type Choice in Rural and Urban Indonesia', *International Journal of Educational Development* 62, no. C (2018): 96–111, https://ideas.repec.org/a/eee/injoed/v62y2018icp96-111.html.

[10] Farid Panjwani and Ayman Agbaria, '"Islamic" Education between State and Community: Frameworks and New Directions', 2018; Muhiddinur Kamal and Junaidi Junaidi, 'Pengembangan Materi Pai Berwawasan Multikultural Dalam Upaya Menanamkan Nilai Keragaman Bagi Siswa', *Edukasia : Jurnal Penelitian Pendidikan Islam* 13, no. 1 (8 December 2018): 181–206, https://doi.org/10.21043/edukasia.v13i1.3798.

character, academic and intellectual creativity, faith in democratic setup which makes them politically conscious and responsible citizens.[11]

For analyzing the extent to which the Strategy of Islamic Religious Education Teachers in Improving Learning Motivation of Students of Madrasah Aliyah (MA) class X at Hikmatul Amanah Kec. Pacet Kab. Mojokerto, the author will follow up through research activities. As it is known that motivation is one of the psychological elements required in each student, so as to arouse their enthusiasm for learning actively. It is such potential of motivation that every teacher should pay attention to, as did the MA teacher of class X in Hikmatul Amanah Kec. Pacet Kab. Mojokerto. It is well understood and recommended that every teacher has the ability to generate student motivation so that students can achieve good learning achievement.

In the teaching and learning process in MA class X in Hikmatul Amanah, Kec. Pacet Kab. Mojokerto, the first effort that a teacher made was nothing but trying to stimulate and explore motivation for students' learning so that their learning process becomes optimal. Student motivation in MA class X at Hikmatul Amanah Kec. Pacet Kab. Mojokerto, as observed was good, but if compared with the motivation of students in other such schools, the learning motivation of students in MA class X in Hikmatul Amanah Kec. Pacet Kab. Mojokerto still has scope for improvement. In fact, if viewed in terms of the efforts and efforts that have been made by the teacher in order to increase the students' learning motivation, it is quite adequate, but the student's learning motivation is not as exciting as expected by the school, the parents and the students themselves.

The researcher chose class X MA Hikmatul Amanah because class X is considered a period of transition. Transition towards adolescence and there were still many factors that influenced a person's condition, one of which was seen from the desire and motivation to learn and continue to the next level. These symptoms indicate the student's passivity in the learning process so that the only active one is the teacher.

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[11] Tri Hartono and Dhenis Agus Saputro, 'Pengembangan Desain Pembelajaran PAI Di Pondok Pesantren Kreatif Agro Nuur El-Falah Salatiga', *Nazhruna: Jurnal Pendidikan Islam* 2, no. 2 (26 August 2019): 290–309, https://doi.org/10.31538/nzh.v2i2.331; Muhammad Amin Abdullah, 'Islamic Studies in Higher Education in Indonesia: Challenges, Impact and Prospects for the World Community', *Al-Jami'ah: Journal of Islamic Studies* 55, no. 2 (15 December 2017): 391–426, https://doi.org/10.14421/ajis.2017.552.391-426.

Meanwhile, the essence of active student learning is not only active teachers but also active students. The problem that arises then is how to activate student learning. This problem illustrates how important it is to raise students' learning motivation so that students are active in teaching and learning activities which in the end will get a satisfying learning motivation.

This also shows that the learning motivation of MA students in Class X Hikmatul Amanah Kec. Pacet kab. Mojokerto is less due to the influence of the internet and online media such as internet games and most of the students are engaged in playing these games rather than studying. Therefore, the author is more interested in studying in detail about "IRE (*Islamic Relegious Education*) Teacher Strategies in Improving Student Learning Motivation in MA class X Hikmatu Amanah kec. Pacet kab. Mojokerto".

Based on the background that has been stated, the following problems can be formulated: 1. What is the Strategy of Islamic Religious Education Teachers in Improving Student Learning Motivation in Madrasah Aliyah (MA) Class X Hikmatul Amanah? 2. What are the factors supporting and inhibiting teacher strategies in motivating student learning at MA Hikmatul Amanah?

Based on the background and formulation of the problem described previously, the purpose of this study was to estimate the IRE teacher's strategy in increasing student learning motivation in MA Class X Hikmatul Amanah. And also, to analyze the factors supporting and inhibiting the strategy of Islamic Religious Education teachers in increasing the learning motivation of MA Hikmatul Amanah students.

METHODS

The kind of research used by the researcher is qualitative in nature and the approach used is a case study approach. This type of qualitative research with a case study approach, is to analyze 1) the Strategy of Islamic Religious Education Teachers in increasing the Learning Motivation of Class X Students at MA Hikmatul Amanah Pacet Mojokerto, and, 2) The supporting and inhibiting factors of the IRE teacher's strategy in increasing the learning motivation of the tenth grade students of MA Hikmatul Amanah. In this study, the chosen place was in MA Hikmatul Amanah Pacet, Mojokerto, Kec. Pacet, Kab. Mojokerto, East Java.

Data in this research means information or facts obtained through observations or research in the field which are usually analyzed in order to understand a phenomenon to support a theory. The data collected in this study is in accordance with the research focus on the Strategy of Islamic Religious Education Teachers in increasing the Learning Motivation of Class X Students at MA Hikmatul Amanah Pacet Mojokerto and the supporting and inhibiting factors of the IRE teacher strategy in increasing student motivation in class X MA Hikmatul Amanah.

Data collection techniques used in the study consisted of observation, interviews and documentation. The documentation method as a data collection method has a very important position in qualitative research. In this documentation there are some required data related to the material being studied, self-study learning tools, profiles, Vision-Mission and data related to the school that is used as a research site. The data that has been collected from the results of interviews, observations and then analyzed based on the interactive analysis model developed by Miles and Huberman. There are three components carried out with this model, namely data collection, data reduction, data display and drawing conclusions[12].

RESULT AND DISCUSSION

IRE teacher's strategy in increasing the learning motivation of class X students at MA Hikmatul Amanah Mojokerto

From the observations, the researchers found that at MA Hikmatul Amanah there were some students who left class during ongoing lecture session. They gave the excuse of using the wash room until after class hours and often arrived late in the class, and also hanging out in the canteen during class hours. The researcher found these observations interesting for further analysis.

From the results of interviews with several students, about their lack of interest and apparent laziness during an ongoing class lecture, the reason is that some teachers PAI are boring because in delivering material they only use the lecture method, only

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[12] John W. Creswell, *Qualitative Inquiry & Research Design: Choosing among Five Approaches*, 2nd ed (Thousand Oaks: Sage Publications, 2007); Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, Califorinia: SAGE Publications, Inc, 2014); Robert K Yin, *Case Study Research: Design and Methods*, 2013.

focusing on the material. So, the lack of communication and attention to students makes them sleepy and lazy, besides the strategies used by teachers are less varied.

This opinion was also strengthened by the informant "WJ" who said that apart from the less varied methods and strategies, the teacher also conveyed too much material and eventually it became difficult for students to understand. From two other informants it became clear that there are still lack of teaching strategies and methods in the learning process where students are still complaining because the teacher is lacking in managing the class. However, from several informants, the results of interviews regarding the PAI teacher's strategy in increasing student learning motivation were good in accordance with the applicable curriculum in schools such as fiqh and moral aqidah teachers who did not only use the lecture method in learning so that it was not boring and from the delivery of material it was also easily accepted. However, there are still shortcomings where teachers lack varied strategies and methods in the learning process are boring, resultantly, students are less motivated to learn IRE (Islamic Religious Education) subjects.

With the above strategy the teacher can effectively increase the learning motivation of class X students at Hikmatul Amanah. Because of the two strategies have their own strengths and weaknesses that can cover each other. From this strategy the teacher uses methods: (a) The lecture method in the teaching and learning process where a teacher conveys stories orally to a number of students who are generally passive. (b) Question and answer method in education and teaching where a teacher asks questions while students answer about the materials they want to get. (c) The discussion method is a group activity in solving problems to draw conclusions. (d) Group work method is a group of pedagogical individuals in which there is a reciprocal relationship between individuals and other individuals and an attitude of mutual trust. (e) Reward and punishment is the method in which teacher gives rewards and punishments to students depending on their response and participation in the class. Punishment is more emphasized on positive punishment. (f) Assignment method in which the teacher provides certain materials/materials to students so that students carry out learning activities.

While the strategy taken by the teacher in increasing students' learning motivation in the classroom is the first approach, both personally and when in class.

The second method however, pays attention to students and does not discriminate between smart and less intelligent students.

The learning process should produce good achievements, but in reality the expectations of the educational goals themselves have not been fully achieved. This is influenced by several factors, including input from students, the learning process, learning motivation, facilities and infrastructure, and the school workforce. From these several factors, it is known that the role of learning motivation in students is very important in achieving the expected educational goals.[13]

Motivation serves as a driving force for achievement. The existence of good motivation in learning will show good results with an honest effort and based on motivation, then someone who learns will be able to come out great achievements. The intensity of student motivation will determine the level of achievement in learning.[14]

Based on the observations made by the author in MA Class X Hikmatul Amanah, Kec. Pacet kab. Mojokerto, the author concluded that in general terms based on the average level of learning, motivation is relatively low. This can be seen in the ongoing teaching and learning process, when the learning process takes place many students come in and out of the room, are not enthusiastic in the entire activity of teaching and learning process, and the activities shown by students are not in place, namely students prefer to make noise and talk to their friends rather than listening. Therefore, one can easily say that the learning conditions in the classroom are not conducive.

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[13] Mizanul Hasanah, 'Rekrutmen Dan Seleksi Tenaga Pendidikan (Guru) Untuk Meningkatkan Kualitas Pendidikan Di SMA Unggulan Berbasis Pesantren Amanatul Ummah Pacet', *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 5, no. 1 (27 June 2020), https://doi.org/10.24235/tarbawi.v5i1.6310; Muhammad Anas Ma'arif, 'Analisis Konsep Kompetensi Kepribadian Guru PAI Menurut Az-Zarnuji', *ISTAWA* 2, no. 2 (2017): 35–60, http://journal.umpo.ac.id/index.php/istawa/article/view/624; Ike Apriliani and Trivena Justitia, 'The Implementation of Islamic Education in Muslim Minority Area', *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (3 June 2021): 150–61, https://doi.org/10.31538/nzh.v4i2.1224.

[14] Hayward P. Andres, 'Active Teaching to Manage Course Difficulty and Learning Motivation', *Journal of Further and Higher Education* 43, no. 2 (7 February 2019): 220–35, https://doi.org/10.1080/0309877X.2017.1357073; I-Fan Liu, 'The Impact of Extrinsic Motivation, Intrinsic Motivation, and Social Self-Efficacy on English Competition Participation Intentions of Pre-College Learners: Differences between High School and Vocational Students in Taiwan', *Learning and Motivation* 72 (1 November 2020): 101675, https://doi.org/10.1016/j.lmot.2020.101675; Benny Prasetya, 'Kompetensi Kepribadian Guru Pai Dalam Memotivasi Belajar Siswa', *Edukasi: Jurnal Pendidikan Islam* 1, no. 2 (2013): 225–38, http://ejournal.staim-tulungagung.ac.id/index.php/EDUKASI/article/view/171.

This shows that the learning motivation of MA students in Class X Hikmatul Amanah Kec. Pacet kab. Mojokerto is less due to the influence of the internet and online media such as games. Hence, the author is very interested in studying more about "PAI Teacher Strategies in Improving Student Learning Motivation in MA class X Hikmatu Amanah kec. Pacet kab. Mojokerto". Based on the background that has been stated, the following problems can be formulated: 1. What is the Strategy of Islamic Religious Education Teachers in Improving Student Learning Motivation in Madrasah Aliyah (MA) Class X Hikmatul Amanah? 2. What are the factors supporting and inhibiting teacher strategies in motivating student learning at MA Hikmatul Amanah.

Referring to the identification of the problems above, the researcher limits the problems to be discussed so that there is no bias, including researching strategies, teachers and motivation. Strategy is an attempt to gain success and success in achieving goals. Learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. The learning strategy is an action plan (a series of activities) including the use of methods and the utilization of various resources or strengths in learning that are structured to achieve certain goals.[15]

In the world of education, strategy is a series in the learning process related to student management, teacher management, learning activity management, learning environment management, learning resource management so that learning becomes more effective and efficient in accordance with the expected learning objectives.[16]

The meaning of learning itself is derived from the basic word "teaching" and the verb "learn" is born which means to practice or try to acquire intelligence or knowledge and the word "learning" comes from the word "learn" which has the prefix of pem and

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[15] Adri Efferi, 'Manajamen Strategik Rekrutmen Peserta Didik Baru Di MA Nahdlotul Muslimin Undaan Kudus', *Edukasia : Jurnal Penelitian Pendidikan Islam* 14, no. 1 (24 June 2019): 25–48, https://doi.org/10.21043/edukasia.v14i1.4844; Bustamar, Jamaluddin Idris, and Khairuddin, 'Strategi Kepala Sekolah Dalam Pengembangan Profesional Tenaga Kependidikan Pada Sma Negeri 5 Darussalam Banda Aceh', *Jurnal Administrasi Pendidikan : Program Pascasarjana Unsyiah* 4, no. 1 (29 March 2016), http://www.jurnal.unsyiah.ac.id/JAP/article/view/2603; Muhammad Anas Ma`arif, 'Analisis Strategi Pendidikan Karakter Melalui Hukuman Preventif', *Ta'allum: Jurnal Pendidikan Islam* 6, no. 1 (6 March 2018): 31–56, https://doi.org/10.21274/taalum.2018.6.1.31-56.

[16] A. Rusdiana, *Konsep Inovasi Pembelajaran* (Bandung: Pustaka Setia, 2014); Yunus Abidin, *Desain Sistem Pembelajaran Dalam Konteks Kurikulum 2013*, Cetakan kesatu (Bandung: Refika Aditama, 2014).

the suffix - which is a conflict. nominal which means process. Likewise, a teacher who expects good results in the learning process will also apply a strategy so that student learning outcomes get the best achievement.[17]

Thus, learning strategies can be interpreted as planning that contains a series of activities designed to achieve certain educational goals.[18] It aims to create educational interactions between educators and students, and fellow students. Learning strategies are needed by educators. The use of strategies in learning activities is very necessary in order to facilitate the learning process so as to achieve optimal results.[19]

Teachers provide the human element in education. The teacher is a human resource figure who occupies a position and plays an important role in education. The teacher is basically a person who bears the responsibility to guide students. Abbudin Nata stated, "that the teacher comes from the Indonesian language, the person who teaches"[20]. According to Mohammad Amin, in his book Introduction to Educational Science, the teacher is a field task with students and the main object of education. Therefore, a teacher must meet various predetermined requirements[21].

According to Muhaimin, what is meant by professional Islamic Religious Education teachers are those who master Islamic religion as well as transfer Islamic knowledge, amaliyah (implementation), able to prepare students to grow and develop intelligence and creative power for their own benefit and for that of society, able to become a model or central self-identification and consultant for students, have

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[17] Fatmah Almoayad et al., 'Health Professional Students' Perceptions and Experiences of Remote Learning During the COVID-19 Pandemic', *International Journal of Learning, Teaching and Educational Research* 19, no. 8 (30 September 2020), http://www.ijlter.org/index.php/ijlter/article/view/2621; Moh Khoerul Anwar, 'Pembelajaran Mendalam Untuk Membentuk Karakter Siswa Sebagai Pembelajar', *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 2, no. 2 (16 December 2017): 97–104, https://doi.org/10.24042/tadris.v2i2.1559.

[18] Monica Belcourt and Kenneth J. McBey, *Strategic Human Resources Planning*, 5th ed. (Canada: Nelson Education, 2013); Saifuddin Chalim, Gatot Sujono, and Fadly Usman, 'Trend Analysis Based Educator Planning', *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (8 August 2020): 273–84, https://doi.org/10.31538/nzh.v3i2.683.

[19] Hasan Baharun and Rohmatul Ummah, 'Strengthening Students' Character in Akhlaq Subject Through Problem Based Learning Model', *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 3, no. 1 (29 June 2018): 21–30, https://doi.org/10.24042/tadris.v3i1.2205.

[20] Abudin Nata, *Ilmu Pendidikan Islam*, 3rd ed. (Jakarta: Prenada Media Grup, 2016).

[21] Muhammad Amin, M. Thamrin, and others, 'Hubungan Kompetensi Pedagogik Dan Kompetensi Kepribadian Dengan Kinerja Guru', *Jurnal Pendidikan Dan Pembelajaran* 2, no. 7 (2013), http://jurnal.untan.ac.id/index.php/jpdpb/article/view/2358.

sensitivity to information, intellectually, morally and spiritually, able to develop interests, talents of students and able to prepare students to be responsible in building a civilization that is blessed by Allah SWT.[22]

Professional teachers certainly have their own strategies in teaching and learning activities according to the situation and conditions of students. A teacher cannot possibly teach without a strategy. Without a clear strategy, the learning process will not be directed and therefore, the learning objectives that have been set forth become difficult to achieve, in other words learning does not take place effectively and efficiently.[23]

To achieve a learning goal, of course, teachers as teaching staff must have many strategies to choose from. Among them two orientations can be seen, namely oriented to the learning process and oriented to the delivery of material. Anitah W suggests that the learning process-oriented strategies are divided into three, namely (1) teacher-centered learning strategies, (2) student-centered learning strategies, (3) material-centered learning strategies[24].

While the strategy oriented to the delivery of material is divided into two types, namely: 1) Expository Strategy: The expository learning strategy is a form of teacher-oriented learning approach, because in this strategy the teacher plays a very important or dominant role. In this system, the teacher presents in a way that has been archived in a neat, systematic, and complete manner so that students only need to listen and understand it in an orderly manner. 2) Inquiry Strategy: The term inquiry means to question or investigation. Inquiry learning strategy is a series of learning activities that involve maximally all students' abilities to search and investigate systematically, critically, and analytically to find the answer to the problem being asked.[25]

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[22] Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam*, Cet. 5 (Jakarta: Raja Grafindo Persada, 2012).

[23] Carola Grunschel et al., 'Effects of Using Motivational Regulation Strategies on Students' Academic Procrastination, Academic Performance, and Well-Being', *Learning and Individual Differences* 49 (2016): 162–70.

[24] Yus Anita, *Pengembangan Karakter Melalui Hubungan Anak-Kakek-Nenek* (Yogyakarta: Tiara Wacana, 2008); Muhammad Anas Ma`arif, 'Analisis Strategi Pendidikan Karakter Melalui Hukuman Preventif', *Ta'allum: Jurnal Pendidikan Islam* 6, no. 1 (6 March 2018): 31–56, https://doi.org/10.21274/taalum.2018.6.1.31-56.

[25] John Nisbet and Janet Shucksmith, *Learning Strategies* (Routledge, 2017); Peter Pirolli and Margaret Recker, 'Learning Strategies and Transfer in the Domain of Programming',

The general principle of using learning strategies is that not all learning strategies are suitable to be used to achieve all goals and all circumstances related with students. Each strategy also has its own advantages and disadvantages. Therefore, teachers are supposed to understand the general principles of using learning strategies, namely Goal Oriented, Activity, Individuality and Integrity.

The term motivation comes from the word "motive" which means everything that encourages someone to act or to do something in order to achieve certain goals. Motivation is also said to be a state in a person's personality that encourages individuals to carry out certain activities to achieve goals.[26]

Thus, motivation is the embodiment of potential motives in the individual which will be manifested in the form of real behavior, in harmony with the situation he faces. So it can be said that motivation is the strength of the impulse (from within) that evokes enthusiasm in living beings, and then in that case creates behavior and directs it to a certain goal or goals as well.

Someone will be successful in learning, if there is a desire to learn or motivation to learn, within that person. This is the first principle in educational and teaching activity. This desire to learn is called learning motivation. Motivation to learn in this case includes two things, namely: (1) knowing what to learn and (2) understanding why it is worth learning. These two elements of learning motivation, acts as the basis for a good start in the entire process of learning. Because without learning motivation (not understanding what is being learned and not understanding why it needs to be understood) teaching and learning activities will be difficult to succeed.[27]

In teaching and learning activities, it is known that the learning motivation is a psychic driving force that comes from within a person to be able to carry out learning activities and add skill and experience, according to W.S. Winkel, learning motivation

Cognition and Instruction 12, no. 3 (1 September 1994): 235–75, https://doi.org/10.1207/s1532690xci1203_2.

[26] Martin S. Hagger and Nikos L. D. Chatzisarantis, 'Transferring Motivation from Educational to Extramural Contexts: A Review of the Trans-Contextual Model', *European Journal of Psychology of Education* 27, no. 2 (June 2012): 195–212, https://doi.org/10.1007/s10212-011-0082-5.

[27] Abidin, *Desain Sistem Pembelajaran Dalam Konteks Kurikulum 2013*; Muhammad Anas Ma`arif and Salamatu Rochmah, 'Target Hafalan Sebagai Motivasi Belajar Dalam Membentuk Karakter Di Lingkungan Pesantren', *Muróbbî: Jurnal Ilmu Pendidikan* 2, no. 1 (13 August 2018): 105–27, http://jurnal.iaibafa.ac.id/index.php/murobbi/article/view/127.

is "the total psychic driving force in students that causes learning activities, ensures the continuity of learning activities and provides direction for learning activities in order to achieve a goal.[28]

Meanwhile, according to Clayton Alderfer, learning motivation is "the tendency of students to carry out learning activities that are driven by a desire to achieve the best possible achievement or learning outcomes". Thus it can be seen that students who have learning motivation have special characteristics that we can observe in the learning process at school, such as students having responsibility for their assignments, students who do not get bored quickly, students with a willingness to re-learn the lesson at home, etc. In general, many students find difficulty in learning. As a result, there need to be high enthusiasm for learning, which gives them ability to control the environment and be tenacious in the face of difficulties.

Motivation plays a very important role in learning, students who in the learning process have strong and clear motivation, have more chances of being diligent and successful in learning. The more precise the motivation, the more successful the lesson. So motivation will always determine the intensity of the learning effort for students. There are three functions of learning motivation, namely: 1) Encouraging humans to act, so as a mover or motor that releases energy. 2) Determine the direction of action, namely towards the goal to be achieved. 3) Selecting actions, namely determining what actions must be carried out that are harmonious in order to achieve a particular goal by setting aside actions that are not useful for that goal.[29]

Apart from that, motivation can function as a driver of effort and achievement, because conceptually motivation is related to achievement and learning outcomes. The existence of good motivation in learning will show good results.

Factors Affecting Student Learning Motivation: Learning motivation is formed by internal and external sources called internal learning motivation and external learning motivation. Internal motivation is a motivational model in which students are motivated to do tasks because of encouragement from within themselves, getting their own satisfaction in the learning process or giving a certain impression when

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[28] W.S Winkel, *Psikologi Pengajaran*, 10th ed. (Yogyakarta: Media Abadi, 2009).

[29] Ayok Ariyanto and Sulistyorini Sulistyorini, 'Konsep motivasi dasar dan aplikasi dalam lembaga pendidikan Islam', *AL-ASASIYYA: Journal Of Basic Education* 4, no. 2 (2020): 103–14, https://doi.org/10.24269/ajbe.v4i2.2333.

completing tasks. External learning motivation is a motivational model in which students are motivated because they expect a reward or to avoid punishment, for example to get grades, sticker prizes, or to avoid corporal punishment.

The inhibiting and supporting factors of the teacher's strategy in increasing the learning motivation of class X students at MA Hikmatul Amanah were lack of communication between teachers and parents, lack of learning media, family environment and school environment.

From the results of interviews with informants "SY" and "SI" that the inhibiting factor of the IRE teacher's strategy in increasing student learning motivation is the student's own personality because the students themselves know, how and what they want to be like. Teachers usually only pay attention to certain students, for example to students who are smart while students who are lazy and less intelligent are not even noticed. This is also a factor inhibiting the teacher's strategy in increasing student motivation. Environmental factors both from family, school, and school friends also affect when parents are busy with work, the attitude of parents and others at home, when they do not pay attention, their children feel no care and support.

Supporting factors for the teacher's strategy in increasing learning motivation: The factors supporting the teacher's strategy are the students, teachers themselves, parents, and the learning environment. The teacher must also know the background of the student, so that when students start to be lazy and lack motivation, they remind them what the initial goal and intention is to learn how to have a strong desire and have high aspirations so that they are motivated to learn. The teacher will apply several ways to increase students' learning motivation, including making fun learning strategies that are supported by methods. As with the lecture method, discussion, question and answer, giving gifts and punishments as well as attention to students.[30]

Then in terms of the environment, both family and friends along with school environment is also very influential in providing support so that students are motivated to learn. In particular, parents should be able to share their time and

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[30] John M. Carroll et al., 'Knowledge Management Support for Teachers', *Educational Technology Research and Development* 51, no. 4 (2003): 42–64, https://doi.org/10.1007/BF02504543.

attention with their children. Children will be motivated when they are surrounded by people who are passionate about learning and vice versa.

The last, but not the least, is the school environment which is also one of the supporting factors to increase student learning motivation, when the school is complete with supporting facilities and infrastructure such as wifi, science and computer labs and others facilities, students will be motivated and feel at home in class.

CONCLUSION

Based on the results of research and discussion of the IRE teacher's strategy in increasing the learning motivation of class X students at Hikmatul Amanah Pacet Mojokerto, it can be concluded that the IRE teacher's strategy is divided into two, namely (1) Expository Strategy: It is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally. (2) Inquiry strategy: Inquiry learning strategy (SPI) is a series of learning activities that emphasize critical and analytical thinking processes to seek and find the answer to the problem being asked.

The supporting factors for the IRE teacher strategy in increasing the learning motivation of class X students at Hikmatul Amanah include the following: (a) The existence of teacher training for the Hikmatul Amanah MA teacher, (b) There is cooperation between teachers and parents of students, (c) There is support from parents of students, (d) The ability of teachers to use learning media, (e) The ability of teachers to understand the psychology of students. The inhibiting factors of the IRE teacher strategy in increasing the learning motivation of class X students at Hikmatul Amanah are generally divided into two, namely internal factors and external factors, namely: student family conditions, community environment, schools, the influence of technology such as smartphones, social media, internet and others, Lack of facilities and infrastructure, Willingness to learn students themselves.

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