



## Teacher's Efforts to Improve Students' Learning Motivation in Al-Qur'an Hadith Lessons at SMP Swasta IT Darul Hijrah

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### ABSTRACT

Teachers are professional educators with their main tasks, teaching, guiding, directing, training, and assessing. In addition, the role of teachers is as motivators. Thus, the role of teachers in addition to being educators and teachers also acts as motivators for their students. Because, students will not experience boredom in learning and in the end, students' interest and motivation to learn will continue to increase. Motivation can be said to be a driver or motivator in students that can provide direction in learning activities, so that learning objectives are expected to be achieved. This study aims to determine how teachers' efforts to improve students' learning motivation in Al-Qur'an Hadith lessons at SMP Swasta IT Darul Hijrah. To find out how teachers' efforts to improve students' learning motivation in Al-Qur'an Hadith lessons. This study is included in the category of field research with a descriptive qualitative approach. Researchers use data collection techniques through observation, interviews, and documentation. Data analysis techniques through data reduction, data presentation, conclusions, and data validity with triangulation. From the results of the research conducted on teacher efforts to improve student learning motivation at SMP Swasta IT Darul Hijrah, teachers provide direction to students during the learning process, teachers give homework, tests and other assignments, teachers give prizes in the form of goods, grades or words of praise, teachers give grades or numbers by giving grades to the results of student work, both school assignments and homework, teachers hold competitions or rivalries for students, and teachers use various methods and media in learning the Al-Qur'an Hadith.

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### Introduction

Education is a conscious, planned effort to realize a learning and learning process so that students are able to develop their potential to have religious spirituality, self-control, personality, intelligence, noble morals, and skills needed in society, nation, and state. Education is not just in school, but playing is also included in learning, because the goal is to add insight. Education is basically a conscious effort to develop the potential of

human resources of students by encouraging and facilitating student learning activities faced by a teacher. In general, education is interpreted as a human effort to foster his personality in accordance with the values and culture of society. Thus in education there is a learning process experienced by each individual involved in it, this learning process is a result of feelings of curiosity from humans. Learning is very much needed by every human being, because by learning it can provide someone's understanding from something that is not understood to something that can facilitate the process of achieving it, so the role of other parties is very much needed because learning motivation can come from external factors and the nature of the motivation is very relative, sometimes it appears enthusiastically and sometimes it is completely absent.

Motivation has a very important role in learning both in the process and output of learning. Therefore, a teacher is required to be able to create various ways to motivate students to emerge and develop well. This is related to the method used by teachers in the learning process, it is expected that in the learning process a teacher is not fixated on just one method, but must use a variety of methods so that it is not boring, but attracts the attention of students, especially to increase student motivation in learning. With motivation from teachers is the first step to increase students' interest in learning at school, because providing motivation is one of the psychological elements found in each individual to arouse enthusiasm and interest in learning actively.

Currently, many students are less motivated to learn. This can be seen from the attitude of students who are indifferent to learning, do not pay attention to the teacher when explaining the material and do not do the assignments given by the teacher. Strengthening and instilling learning motivation is in the hands of the teacher. Because apart from students, the most important element in learning activities is the teacher.

In learning activities that often occur many problems in the classroom, namely the decline in student learning outcomes. Teachers are responsible for their students while at school. Teachers must know the development and learning outcomes of students obtained previously. What teachers know is knowing students' learning abilities, teachers can support, can predict their learning outcomes and progress. Learning outcomes can change if there is motivation for students. In learning activities, motivation is referred to as a driver to achieve learning goals can be achieved, because there is motivation that can make students learn. Students with high enough intelligence can fail if the lack of motivation is obtained to obtain optimal learning results if there is the right motivation.

In an effort to motivate students to learn optimally when student learning is influenced by external and internal factors. Teachers' efforts to increase students' learning motivation in Al-Qur'an Hadith lessons have an important role in motivating students to learn. Teachers' efforts to increase learning motivation by giving students

enthusiasm for learning, looking for interesting materials that are easy for students to understand, and giving praise to students either in the form of verbal praise or in the form of objects.

This motivation is closely related to students' needs. Students will act quickly if they have a need. Like eating and drinking. Every day we always need food and drink to live. This is the challenge for teachers, how to provide strong motivation for their students so that they can be perceived as a need for them. If students do not do learning activities for a day, it is like someone who feels thirsty and hungry. At SMP Swasta IT Darul Hijrah, Al-Qur'an Hadith teachers have made various efforts to increase students' learning motivation, including providing motivation in the form of advice that is carried out on various occasions and also applying methods in learning activities.

Based on preliminary observations conducted by the researcher on September 19, 2023 at SMP Swasta IT Darul Hijrah with Resource Person 1, a teacher of the Al-Quran and Hadith subjects, conveying the teacher's efforts to increase student learning motivation in Al-Qur'an Hadith lessons in providing motivation so that students remain enthusiastic about learning. There are several obstacles faced in Al-Qur'an Hadith lessons such as students who pay less attention in learning, there are several students who still have difficulty reading and memorizing Arabic lafadz readings that are not in accordance with the makhroj of the letters, as well as the reading rules that the teacher has taught, limited time in delivering material and lack of teachers directing, guiding and motivating during learning. Therefore, with the current face-to-face learning, it is a challenge for teachers to increase student motivation in Al-Qur'an Hadith lessons to be implemented properly. Based on the background of the problem, the researcher is interested in conducting qualitative research with the title "Teacher Efforts to Increase Student Learning Motivation in Al-Qur'an Hadith Lessons at SMP Swasta IT Darul Hijrah".

## Methods

The type of research conducted by the researcher is field research with a qualitative approach. The qualitative method is called a new method or Interpretive method because the research data is more concerned with the interpretation of data found in the field and this research is conducted on natural objects. Qualitative research is a research method based on the philosophy of postpositivism. Used to research on natural object conditions where the researcher is the key instrument. Qualitative research is also often called the naturalistic method because the research is conducted in natural conditions.

The research location is the place where the research was conducted by the researcher. In order for qualitative research to obtain appropriate and perfect results, qualitative research takes one research location. This research was conducted at SMP Swasta IT Darul Hijrah, Lawe Alas District. Southeast Aceh Regency. Preliminary

observation research was conducted from August 20 to August 22, 2023. This thesis research was conducted over a period of 2 months, namely from September 9, 2023 to November 9, 2023. The reason the researcher took this location was because SMP Swasta IT Darul Hijrah had many achievements in both academic and non-academic fields, so that the madrasah was in great demand by parents from various regions of Southeast Aceh. The madrasah also has quality educators so that the researcher wanted to dig deeper into how teachers motivate students in Al-Qur'an Hadith lessons at SMP Swasta IT Darul Hijrah.

Data collection techniques are the most strategic steps in research because the purpose of data collection is to obtain data. Data collection can be done in various settings and in various ways. Here researchers use data collection techniques of observation, interviews and documentation.

Researchers must validate the data to determine whether the collected data is valid or not. Valid data is data that does not differ between the data reported by the researcher and the data that actually occurs in the research object. Credibility tests for qualitative data include extended observations, increased research persistence, triangulation, discussions with colleagues, negative case analysis, and member checks. In this study, researchers used triangulation data validity. Triangulation can be interpreted as checking data through various methods, various sources, and various times. Triangulation is an effort to check the validity of data or information from different perspectives on what has been done by researchers in as many ways as possible to reduce the ambiguity and double meanings that occur when data is collected and analyzed.

Here the researcher uses source triangulation and technique triangulation. Technique triangulation is used to test the reliability of data that is done by finding out and finding the truth of data from the same source through different techniques. Researchers use different data collection techniques to obtain data from the same source. In this case, researchers use observation, interview, and documentation techniques.

After the data collection technique is complete, the next step is to conduct data analysis. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing, synthesizing, compiling and selecting what is important and will be studied, and making conclusions so that it is easy to understand by oneself and others. Data analysis in qualitative research is carried out before entering the field, while in the field, and after finishing in the field.

Data presentation is a collection of structured information that allows for drawing conclusions and data collection. In qualitative research, this presentation can be done in

the form of tables, graphs, pie chart, pictograms, and so on. Through the presentation of the data, the data is organized, arranged in a relationship pattern, so that it will be easier to understand. However, the most frequently used to present data in qualitative research is narrative text.

The researcher presented the data written in narrative text to describe in detail the teacher's efforts to increase student learning motivation in the Al-Qur'an Hadith lesson at SMP Swasta IT Darul Hijrah Drawing Conclusions and Verification. The next stage in data analysis is to verify the data, which is then entered into a research report that includes interviews, observations, and documentation. Drawing conclusions is making decisions from the beginning of data collection, cause and effect flow and other proportions.<sup>80</sup> The last step is drawing conclusions and verification. The initial conclusion is still temporary and will change if no strong evidence is found to support the next stage of data collection. Thus, conclusions in qualitative research may be able to answer the problem formulation in the research that was formulated from the beginning, but it may also not be, because it has been stated that the problems and problem formulation in qualitative research are still temporary and will develop after the research is in the field.

## Result

The observation process was carried out in an effort to directly observe the condition of the madrasah, the availability of facilities and infrastructure, as well as the learning activities and abilities of teachers. In this case, the author directly reviewed the teaching and learning activities of Al-Qur'an Hadith teachers at the research location, namely SMP Swadaya IT Darul Hijrah. To find out the efforts of Al-Qur'an Hadith teachers in increasing the learning motivation of grade 5 students of SMP Swadaya IT Darul Hijrah, the author collected data through interviews with informants, namely the head of the madrasah, Mr. Saridin. The subject teacher of Al-Qur'an Hadith for grade 5, namely Mrs. Hartati, and several grade 5 students at SMP Swadaya IT Darul Hijrah.

Based on the researcher's monitoring, the teacher prepared the lesson materials well. During the teaching and learning process, the teacher more often used lecture and discussion methods. Sometimes the teacher used media so that students could more easily understand the learning materials. During the teaching and learning process, the teacher tried to create a class that was more active and skilled in mastering the material given by the teacher. In this case, the teacher tried to continue to motivate students in studying the Al-Qur'an Hadith. The most frequent form of motivational effort given by Al-Qur'an Hadith teachers to students is by advising students to continue learning and studying the Al-Qur'an Hadith in every lesson. There are several things that researchers have found based on field research on how teachers' efforts to improve students' learning motivation in Al-Qur'an Hadith lessons at SMP Swasta IT Darul Hijrah class 5.

Based on the results of observations and interviews with Al-Qur'an Hadith subject teachers at SMP Swasta IT Darul Hijrah, it is known that teachers have an important role in increasing students' learning motivation. Teachers are not only as material deliverers, but also as motivators who encourage students' enthusiasm for learning through a varied and communicative approach in the learning process.

In teaching and learning activities, teachers actively provide guidance and direction to students. Teachers always start learning by conveying learning objectives clearly and arousing students' interest in the Al-Qur'an Hadith material by linking lessons to students' daily lives. This helps students see the importance of the material being studied.

One of the effective teacher strategies in increasing students' learning motivation is providing routine evaluations in the form of daily tests and practice questions. These tests not only function as a measuring tool for students' understanding, but also as a form of teacher attention to students' learning development, so that students feel more cared for and motivated to study harder.

Teachers also give various assignments, both individual and group assignments. This assignment is designed in such a way that students feel challenged but are still able to complete it. This assignment aims to foster a sense of responsibility in students and increase independence in learning.

Giving grades and numbers to students' work results is also a form of motivation. The grades given are accompanied by constructive feedback, both verbally and in writing, so that students can identify their weaknesses and strengths and are motivated to improve their learning outcomes in the future.

Teachers also routinely give awards to students in the form of praise, small gifts, or recognition in front of the class. This action is very helpful in increasing students' self-confidence and encouraging other students to excel. Awards are a concrete form of teacher appreciation for students' efforts.

In terms of the use of media and learning methods, teachers apply various variations. The use of visual media such as images, learning videos, as well as interactive lecture methods and group discussions are very effective tools in increasing student enthusiasm and participation in Al-Qur'an Hadith lessons.

Teachers also try to create a conducive and pleasant classroom atmosphere. This atmosphere is important so that students do not feel pressured, but feel comfortable and brave in expressing opinions, asking questions, and discussing during the learning process. The results of interviews with students showed that most of them felt motivated when teachers showed attention to their work, gave praise, and when

learning was carried out using non-monotonous methods. Students felt more enthusiastic when the material presented was fun and easy to understand.

Overall, the results of the study showed that teachers' efforts to improve students' learning motivation in Al-Qur'an Hadith lessons at SMP Swasta IT Darul Hijrah have had a positive impact. This can be seen from the increase in students' active participation in learning and a higher enthusiasm for learning than before.

## Discussion

The results of this study indicate that teachers' efforts to improve students' learning motivation in learning the Al-Qur'an Hadith at SMP Swasta IT Darul Hijrah are carried out through several strategies, including providing regular evaluations, giving assignments, transparent assessments, awards or prizes, variations in learning methods and media, and creating a comfortable learning atmosphere. This finding confirms the role of teachers as motivators who not only teach, but also inspire and direct students to be more active and enthusiastic in learning.

This finding is in line with previous research by Gita Pratiwi et al. (2019) which stated that teachers' efforts to arouse students' interest in learning PPKn through a fun approach and providing responsibility can significantly improve student learning outcomes. Afifah Indriantingtyas's (2020) research also found that the application of active learning strategies and providing motivation consistently had a positive impact on students' memory in Al-Qur'an Hadith lessons. Thus, the results of this study strengthen previous findings that students' learning motivation is significantly influenced by the teacher's approach and creativity in learning.

The working hypothesis of this study, namely "Teachers' efforts can increase students' learning motivation in Al-Qur'an Hadith lessons", was proven true through data obtained in the field. The results of observations and interviews showed that students were more enthusiastic and responsible for the learning process after teachers implemented various motivating strategies. This finding supports the opinion of Sardiman A.M (2003) that learning motivation is a psychological factor that plays an important role in fostering students' passion, pleasure, and enthusiasm for learning.

In a broader context, this study provides important importance for the world of education, especially in teaching Islamic Religious Education. With the increasing development of the digital era and the complexity of the characters of today's students, teachers are required to be more adaptive and creative in building learning motivation. It is not enough to rely on conventional lecture methods, teachers need to explore the use of visual media, active methods, and learning strategies based on students' experiences and interests. Otherwise, students will quickly lose interest, especially in

subjects such as Al-Qur'an Hadith which are sometimes considered rigid or monotonous by some students.

The findings of this study also show that intrinsic and extrinsic motivation can complement each other. Praise, grades, and rewards (extrinsic motivation) can build students' self-confidence, while a personal approach and meaningful learning can build intrinsic motivation in students. This is important for teachers to pay attention to in preparing future learning plans.

Future research directions can be focused on exploring the long-term influence of learning motivation on students' academic achievement, or comparing the effectiveness of various learning motivation strategies between different formal educational units (public schools, private schools, Islamic boarding schools). In addition, further research can explore students' perceptions in more depth using a quantitative or mix-method approach to measure the influence of motivation on other aspects such as character, morals, and spirituality.

Furthermore, it is important to examine how the role of technology and digital media can be collaborated effectively in increasing students' learning motivation in learning the Qur'an and Hadith. This is considering that the current generation of students is a digital-native generation who are accustomed to visual displays and fast interactions.

The strategy has been proven to be able to raise students' learning motivation both from intrinsic aspects (motivation from within the students) and extrinsic (motivation from outside such as prizes, praise, and grades). Students who were previously less active and unenthusiastic in participating in learning become more enthusiastic and responsible for their tasks and learning process. This shows that learning motivation is not something that appears automatically, but can be formed and developed through the right approach from the teacher. Theoretically, the results of this study are in line with various theories of learning motivation which state that learning motivation will increase if individuals feel cared for, given appropriate challenges, appreciated, and feel that their learning activities are meaningful. The results of this study also confirm the working hypothesis that systematic and targeted teacher efforts can increase students' learning motivation in the Al-Qur'an Hadith subject.

This study provides an important contribution in enriching the treasury of pedagogical strategies in the field of Islamic Religious Education. Teachers can use the results of this study as a reference or guideline in designing learning that is more interesting, enjoyable, and builds student motivation, especially in the context of religious learning. On the other hand, educational institutions are also expected to provide sufficient space and support for teachers in developing learning innovations,

both in the form of training, provision of learning media, and a conducive working atmosphere.

Finally, it can be concluded that the success of learning is not only determined by the content of the curriculum or school facilities, but more on the quality of interaction between teachers and students. Teachers who are able to build positive relationships, understand the character and needs of their students, and use a humanistic and varied learning approach, will find it easier to arouse students' enthusiasm for learning. Therefore, increasing students' learning motivation is a shared responsibility, which requires collaboration between teachers, schools, parents, and the environment.

## Conclusion

Based on the results of the research that has been conducted on "Teachers' Efforts to Improve Students' Learning Motivation in Al-Qur'an Hadith Lessons at SMP Swasta IT Darul Hijrah", it can be concluded that the role of teachers is very central in encouraging students' enthusiasm and interest in learning, especially in subjects based on Islamic values such as Al-Qur'an Hadith. Teachers are not only as transmitters of knowledge, but also as facilitators, guides, directors, and motivators who directly influence the psychology and enthusiasm for learning of students. The efforts made by teachers to improve students' learning motivation are carried out in a planned and varied manner. Teachers pay special attention to each student by giving challenging tasks but in accordance with the students' abilities, conducting regular learning evaluations, giving praise or awards to students who excel, and creating a pleasant and non-monotonous learning atmosphere. Teachers also use various learning methods and media such as interactive lectures, group discussions, visual and audio media, and contextual approaches that connect the subject matter with the students' daily lives.

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