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The Role of Teacher Motivation in Islamic Religious Education Subjects
Online Case Studies at Baburrohmah Islamic Middle School Mojosari
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ABSTRACT

The purpose of this study was to describe and analyze the role of PAI teachers on students' learning motivation in online learning. Described the implementation of online learning, obstacles, and supporting factors. This research used descriptive qualitative research with a case study approach. Data collection techniques using observation, interviews, and documentation. The analysis method used the Miles and Huberman method and Checks the validity of the data by triangulation. These results indicated that the role of the teacher occupied a very important position for how then how an educator in maintaining the condition of the motivation of learners in lessons online that had taken place during a pandemic covid 19

Keywords: Teacher's Role PAI, Motivation to learn, Online Learning

INTRODUCTION

Early At the beginning of the emergence of the Covid-19 virus, it was considered a health disorder that had symptoms resembling the flu in general. But in fact, this virus is different and can even spread very quickly throughout the body, the symptoms of which include respiratory problems, loss of sense of smell, fever accompanied by coughing, and so on. (Mona., 2020). This condition causes a very significant influence on changes in global social dynamics that attack various fields, both political, economic, social, and also educational. (Giyarsi, 2020). So that educational institutions, whether formal, informal, or non-formal, that feel the impact, replace face-to-face learning by implementing online learning. (Ahmad., 2020). The Indonesian government has given an appeal to stay indoors if you don't have such an important need and are disciplined in carrying out health protocols, such as wearing masks, washing your hands diligently, and not doing activities that cause a lot of people. This is done as a form of handling in breaking the chain of transmission of COVID-19. (Mona., 2020). With the limitation of these activities, as is the case with the implementation of learning in schools, where teachers and students who previously met directly in class are then transferred to online learning (online). (Dewi., 2020).

This is done with the hope that healing can run optimally and the COVID-19 virus does not spread wider. Online learning is learning that is done online using learning applications and social networks. This learning is done without going face-to-face in class but through available digital platforms such as zoom, google meet, WhatsApp, and so on. (Winarsieh & Rizqiyah, 2020). Online learning is done by utilizing technology, especially the internet. (Patria & Yulianto., 2011). This learning is an educational innovation to answer the challenge of the availability of varied learning resources. The success of a model or learning media depends on the



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characteristics of the students. (Dewi, 2020).

Of course, this online learning places high pressure on teacher teaching activities, not even a few teachers have to spend extra energy on the implementation of online learning as desired. (Lubis et al., yy). The pressure of online learning is certainly not the same as face-to-face learning, when in face-to-face learning a teacher will not be preoccupied with building rules, but in online learning the teacher is busy with rules that must be mutually agreed upon, starting with the time of admission. , agreement on learning mechanisms, agreement on the use of applications, agreement to facilitate signaling, and so on. So often teachers experience high stress during this e-learning learning. (Lubis et al., yy). As revealed by Nakayama, all the literature on e-learning indicates that not all students will be successful in online learning. This is due to the factors of the learning environment and the characteristics of students. (Nakayama M, Yamamoto H, 2007).

Education is one of the most important things in building human civilization. Education is an effort carried out by someone in this case students to develop their potential. (Cahyani et al., 2020) But today, in the world of education there are still many problems, problems that are being faced. One of these problems is related to the issue of educational progress in terms of quality. The quality of education has now been tested and has its challenges due to the impact of the covid 19 pandemic. (Cahyani et al., 2020). In online learning, many students are less motivated in learning. In online learning, students are less active in participating in the learning process, because they have difficulty expressing their opinions and thoughts. Finally, students will experience what is called boredom in following the learning process, and it certainly affects the progress of student learning outcomes. (R. (2017). So then the driving force that is said to be motivation, can move the learning spirit of students in participating in the online class learning. (Amna Emda., 2018).

Other problems faced by students related to online learning is a financial and psychological a problem. Financially, it is well known that the economic conditions of students in Indonesia are different. Many of the students cannot participate in online learning, because they are constrained by the material, such as being constrained by the provision of online learning facilities such as laptops, androids, etc. Psychologically, with the many assignments given by the teacher and the limited working time, it makes students depressed, and this is not very good for the mentality of a child who is still in school. (Pd, tt, page 5) Thus, the online learning process with all The forms of the problems that arise then makes its challenges in the learning process, not only for the teacher but moreover for students as targets of the lesson, how so that students can still follow the learning process well. In addition, another problem with online learning is the limited availability of internet networks. Many students are then unable to follow the online class learning process, due to inadequate internet facilities. (Handarini., 2020). With this situation, of course, this is a common concern, especially the government in building internet facilities evenly in various areas which are detected to be minimal.

The impacts and problems above occur in every subject, especially the



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subject of Islamic Religious Education which is the main subject that involves a lot of understanding of concepts and practices. Muhaimin, argues that Islamic religious education means an effort to educate Islam or Islamic teachings and values so that they become one's views and attitudes in life. This is in line with the notion of Islamic education, namely the process of trans-internalizing Islamic knowledge and values to students through teaching, habituation, guidance, exploitation, supervision, direction, and development of their potential, to achieve harmony and perfection of life in the world and the hereafter. physical and spiritual. (Giyarsi, 2020). From the activity of educating the Islamic religion, it aims to help a person or group of students in instilling and/or developing Islamic teachings and values to serve as a way of life. (Giyarsi, 2020). Here the teacher as the main element of informal education has an important role and is encouraged to adapt to the implementation of learning that originally used conventional face-to-face methods and switched to online learning (Setyorini, 2020).

At this time, the role of the teacher is needed. Teachers are required to have the competence to support students during this pandemic, but competence is very difficult to do when online learning is implemented because there will be many problems that occur in changing conditions, one of which is a lack of understanding from students in their learning (Sudrajat, 2020).

Based on the results of pre-observations that have been carried out previously at Baburrohmah Mojosari Islamic Junior High School. Some teachers said that the implementation of online learning since its establishment of online learning, to this day the institution is still implementing online learning. (Rahayuningsih., 2021). Currently, online learning is still a hot topic to be discussed. Why not, with the implementation of online learning today, of course, there are many problems and challenges, one of which is to continue to achieve learning success, which is supported by several factors, including learning motivation.

Departing from the description of the research context, the researcher will examine the issue and deepen it related to "The Role of Teacher Motivation in Learning Islamic Religious Education Online (Studies at Baburrohmah Mojosari Islamic Junior High School)".

METHODS

This study uses a qualitative type of research using a case study approach. John W. Creswell suggests a case study approach is an approach in which researchers conduct real-life investigations with a limited variety of programs (cases), by collecting detailed and meaningful data and involving various sources of information such as interview observations, and audiovisual tools, documents, and various other sources of information. reports, as well as reporting case descriptions. (Creswell., 2015). There are three methods used in this research, namely, observation, interviews, and documentation. (Sugiono., 2015). In connection with this research, the data analysis method used is the analysis of the interactive model of Miles and Huberman including data collection, data reduction, data presentation, and concluding. (Moleong., 2017). Checking the validity of the data by triangulation. (Sugiono., 2015). The type of research used in this study is a type of research which is a form of research that is shown to describe existing



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conditions, both natural conditions, and situations involving humans. The situation is in the form of activities, forms, changes, characteristics, differences, and similarities between one state and another. (Nana Syaodih., 2006). With this explanation, the researcher tries to describe the concrete conditions of the research object. First, this research tries to describe related to the implementation of online classroom learning. Both of these studies tried to determine the role of teacher motivation in online learning of Islamic religious education subjects at Baburrohmah Mojosari Islamic Junior High School. The reason for using this type of research is that the research being studied aims to find out and explore the role of teacher motivation in online learning of Islamic religious education at Baburrohmah Mojosari Islamic Junior High School.

RESULTS AND DISCUSSION

In this section the author would describe the findings and the results of relevant research on the focus of the problem raised by the author, namely. at Baburrohmah Mojosari Islamic Middle School.

1. Implementation of Online Learning at Baburrohmah Mojosari Islamic Junior High School

- a) The implementation of online learning at Baburrohmah Mojosari Islamic Junior High School by using several types of applications such as WhatsApp, google forms, google classroom, etc. But the most dominant is the WhatsApp application. The teacher sent learning materials through the WhatsApp application so that students can reopen the subject matter that was been given by the teacher and students can review it again. (Rahayuningsih., 2021).
- b) The learning tools used in this case the learning implementation plan or lesson had are the implementation of online learning by the direction of the Ministry of Education and Culture, and the evaluation carried out by the teacher was not only using the WhatsApp application but also making home visited. (Samsudiyana., 2021)
- c) Another form of an evaluation carried out by teachers was by providing a written assignment sheet format that can be submitted directly to the school. (Rahayuningsih., 2021)

2. The Role of PAI Teachers in Improving Students' Learning Motivation in Online Learning at Baburrohmah Mojosari Islamic Junior High School

- a) Based on the results of research conducted by researchers at Baburrohmah Mojosari Islamic Junior High School that the efforts of PAI teachers in fostering students' motivation in learning effectively online learning could be seen by the dedication of a teacher who given all his abilities in delivering material that was supported by the creativity of a teacher in managing learning and online learning media. (Alawi., 2021)

Based on the results of interviews conducted by researchers. The role of PAI teachers at Baburrohmah Mojosari Islamic Junior High School in increasing students' learning motivation could be seen from the teacher's process of implementing and evaluating online learning. For the material, PAI teachers choose online learning media such as creating WhatsApp class groups, and Google Classroom, and for the selection of online media,



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WhatsApp was the most dominant one. In delivering material through WhatsApp class groups, the teacher's method is by sending voice messages, sending material in the form of narration accompanied by instructions on how and what kind of students receive the material, and the form of collecting their assignments. For online media Google Classroom, teachers used in terms of delivering material, but for online media, this one was rarely used. (Alawi., 2021)

From the results of the interviews, the teacher's role in increasing students' learning motivation was carried out by giving programmed tasks such as competitions between students, giving group assignments, and also encouraging students to further improve the quality of their learning, as well as giving praise to children. Students who were able to complete their tasks well departed from the effort to provide learning, then criticism in the form of advice to students to be able to develop their learning activities. (Alawi., 2021)

b) Based on the results of interviews conducted at Baburrohmah Mojosari Islamic Junior High School related to the obstacles in implementing online learning, some students have access to the internet network. (Alawi., 2021) In addition, other problems that caused a lack of motivation to learn are influenced by the interest of students in certain subjects. From the results of interviews with PAI teachers, related to the lack of motivation to learn online is a problem of student interest, so that it causes students to become bored, plus the atmosphere of learning at home and school is very different. In contrast to the obstacles experienced by parents, namely where parents cannot monitor their children extra when studying due to work matters, besides that, what parents complain about is the problem of internet quota which is quite expensive. (Alawi., 2021)

c) The supporting factors for the problem of children's learning motivation are based on the results of interviews conducted at Baburrohmah Mojosari Islamic Middle School, which are influenced by internal factors and external factors. Internal factors then one of them is the awareness of the importance of learning in achieving goals and also awareness of respecting the time and struggle of their parents. (Alawi., 2021)

External factors, one of which is a cooperative relationship between teachers and parents in terms of directing and guiding students, where the main task is actually the teacher but because the teacher cannot directly control them, with this communication Then the information about the condition of the students can be known by the teacher through the parents. (Alawi., 2021)

THEORY ANALYSIS

In this section, the author will present a relevant theoretical analysis of the focus of the problem raised by the author, namely how the implementation of online learning and the role of teacher motivation in online learning of Islamic religious education subjects at Baburrohmah Mojosari Islamic Junior High School.

1. Implementation of Online Learning at Baburrohmah Mojosar Islamic Middle School



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The online learning process is carried out according to the previously determined learning hours. Online learning carried out by teachers uses WhatsApp which is used as a teacher's media in delivering material or sending assignments to students. (Putria et al., 2020). By the results of research conducted at Baburrohmah Mojosari Islamic Junior High School, it can be seen that the implementation of online learning at Baburrohmah Mojosari Islamic Junior High School is by using several types of applications such as WhatsApp, google form, google classroom, etc. but the most dominant is the WhatsApp application. The implementation of the evaluation carried out by the teacher not only uses the WhatsApp application but also makes home visits. Another form of evaluation carried out by the teacher is by providing a written assignment sheet format that can be submitted directly to the school.

Online learning can use digital technology, but what must be done is to give assignments through monitoring mentoring by teachers through WhatsApp groups so that children learn. (Dewi., 2020). This is by the results of the study that the teacher sends learning materials through the WhatsApp application so that students can reopen the subject matter that has been given by the teacher and students can review it again. The learning implementation plan refers to the rules or policies that have been determined by the government. This policy is an implementation of the Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning Prevention of COVID-19 in Education Units, and Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Coronavirus Disease (COVID-19). (Giyarsi, 2020).

Lessons Learned online can be implemented because there are several supporting factors, these supporting factors include mobile phones, credit, quotas, and a stable and good internet network. Mobile becomes a major contributing factor in online learning because without their mobile phones online learning will not materialize. (Putria et al., 2020)

2. The Role of Teachers PAI in Improving Learning Motivation of students learning in SMP Islam Online Baburrohmah Mojosari

This study found that the role of Teachers is needed, especially in increasing online learning motivation in this Covid-19 pandemic era. The achievement of success in the learning process is not only determined by the intelligence of the students but there are other factors, one of which is related to learning motivation. Learning motivation is an encouragement that can make someone interested in following the learning process on an ongoing basis. (R., 2011). The role of PAI teachers at Baburrohmah Mojosari Islamic Junior High School in increasing students' learning motivation can be seen from the teacher's process of implementing and evaluating online learning. For the material, PAI teachers choose online learning media such as creating WhatsApp class groups and Google Classroom, and for the selection of online media, WhatsApp is the most dominant one. In delivering material through WhatsApp class groups, the teacher's method is by sending voice messages, sending material in the form of narration accompanied by instructions on how and what kind of students receive the material, and the form of collecting their



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assignments. For online media Google Classroom, teachers use it in terms of delivering material, but for online media, this one is rarely used.

The role of the teacher as a motivator is that the teacher must continue to provide positive advice so that students do not feel afraid and have a phobia of the Covid-19 pandemic. Encouragement to keep the spirit of learning so that students are not too stressed with current situations and conditions (Sukitman et al., 2020). From the results of the interviews, the teacher's role in increasing students' learning motivation is carried out by giving programmed tasks such as competitions between students, giving group assignments and also encouraging students to further improve the quality of their learning, and giving praise to students who can complete their tasks with both depart from the effort to provide learning, then criticism in the form of advice to students to be able to develop their learning activities.

Teaching and learning activities, of course, cannot be separated from obstacles or problems. As with online learning, technically the obstacles that are often encountered, especially in the outermost areas, are related to limited internet network access. (Handarini., 2020). Based on the results of interviews conducted at Baburrohmah Mojosari Islamic Junior High School, related to the obstacle to implementing online learning is internet network access by some students.

In addition, other problems that cause a lack of motivation to learn are influenced by the interest of students in certain subjects. (Hasanah et al, 2020). From the results of interviews with PAI teachers, related to the lack of motivation to learn online is a problem of student interest, so that it causes students to become bored, plus the atmosphere of learning at home and school is very different. In contrast to the obstacles experienced by parents, namely where parents cannot monitor their children extra when studying due to work matters, besides that, what parents complain about is the problem of internet quota which is quite expensive. In supporting the success of learning, especially on the issue of maintaining students' learning motivation which is carried out online, there are supporting factors that can then maintain the existence of the students learning spirit.

The supporting factors for the problem of children's learning motivation based on the results of interviews conducted at Baburrohmah Mojosari Islamic Junior High School are influenced by internal factors and external factors. (Cahyani et al., 2020) Internal factors then one of them is awareness of the importance of learning in achieving goals and also awareness of respecting the time and struggle of their parents. External factors, one of which is the existence of a cooperative relationship between teachers and parents in terms of directing and guiding students, where the main task is actually the teacher but because the teacher cannot directly control them, with this communication, information about the condition of the students can be obtained. known to the teacher through parents.

CONCLUSION

Based on the findings by researchers related to the role of teacher motivation in online learning of Islamic religious education at Baburrohmah



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Mojosari Islamic Middle School, it can be concluded that with the outbreak of COVID-19, every learning activity must be carried out online. So that teachers and students cannot meet face-to-face in class but must be through information technology intermediaries. This new situation that must be faced by students has an impact on students' learning motivation. From the results of this study, it can be seen that students' learning motivation fluctuates during online learning.

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