

Factors Affecting Students' Learning Motivation In The Process Of Teaching And Learning Islamic Education By Using Group Learning Method (Sumbawa Technological University)

Abdul Alimun Utama¹, Sri Wahyu Hidayati^{2*}

Fakultas Psikologi dan Humaniora. Universitas Teknologi Sumbawa, Indonesia

Email : abdulaliemun87@gmail.com

Abstract

The group learning discussion method is one of the strategies to influence the motivation of students' interest in learning to be high. The existence of high interest in learning makes students study diligently and responsibly, which in the end is manifested in measurable and good student learning outcomes. This study aims to find out an overview of the factors that affect the learning motivation of students of the Civil Engineering, Informatics, and Electrical Engineering Study Program of Sumbawa University of Technology in the Islamic Religious Education Course. The type of research used is quantitative; descriptive with primary data types. Purposive sampling technique. Then the data collection technique in this study uses observation, interview, and documentation study guidelines. Data analysis using data collection; data reduction; data presentation; and conclusions and verification. Based on these results, it is recommended to lecturers in religious education courses to strengthen the factors that motivate students during the educational process in an effort to increase the success of the students themselves

Keywords: factors, learning motivation, and group learning

INTRODUCTION

Knowledge is the key and condition for accepting worship. Rasullah Shallahu 'Alaihi Wasallam once stated that worship performed without knowledge is rejected and one of the reasons that allows humans to become faithful and devoted to Allah is knowledge. Knowledge is obtained from learning, thinking and doing, that is what is called education, education is the process of gaining knowledge, the more people learn, the more they will know.

Sumbawa University of Technology (UTS) College is a forum for Indonesian students, especially NTB residents, to explore knowledge based on the study program they are interested in. With the existence of this university, it is hoped that it will be able to improve the quality of Human Resources through the learning process. The success or failure of a learning process is often related to learning outcomes. Using the group learning method is one strategy to influence students' motivation to increase their interest in learning. Having a high interest in learning makes students study diligently which ultimately results in measurable and good student learning outcomes.

Factors that influence student learning motivation are the process and motivation for learning from all forms of information provided by the teacher. As Udin (2007:10) says, sometimes the type of information and knowledge that must be studied is not based on the needs of students/students, both in terms of talent development and student/student interests, but starts from the view of what according to the teacher it is considered good and useful.

Classroom management is the teacher's skill in creating and maintaining optimal learning conditions and restoring them when things happen that can disrupt the teaching and learning atmosphere. There are several types of behavior that can disrupt the teaching and learning climate.

Organizing students in small groups is a strategy that is widely recommended by educators. This strategy can be used to teach special material. Group work is a student-centered teaching strategy. Students are required to acquire their own knowledge through working together. The lecturer's job is only to monitor what students are doing. What they want to gain through group work is social interaction skills, or academic skills or maybe both.

Based on the results of evaluations with second semester students in the Civil Engineering, Informatics and Electrical Engineering Study Program at Sumbawa Technological University (UTS), students' interest in learning in Islamic Religious Education courses using the group learning discussion learning method is very enjoyable, and increases the ability to be enthusiastic about learning. In exploring insight into Islamic studies starting from Aqidah, Sharia and Morals.

Therefore, it is the author's great hope that every lecturer in Islamic Religious Education at the Sumbawa University of Technology will be able to apply learning methods that can increase students' passion for learning and can develop the ability to think logically, critically, systematically and carefully.

RESEARCH METHOD

This research was conducted using qualitative methods and primary data types. The subjects of this research were lecturers and second semester students in the informatics, civil engineering and electrical engineering study programs at Sumbawa University of Technology. Meanwhile, the object of this research is students' interests and learning outcomes in Islamic Religious Education obtained from the Islamic Religious Education learning process through the Group Learning discussion learning method.

The sampling technique used in this research is purposive sampling. Then the data collection techniques in this research used observation, interview and documentation study guidelines. The data analysis technique carried out in this research involves several steps, namely: data collection; data reduction; data presentation; and conclusions and verification.

RESULTS AND DISCUSSION

A. Theoretical study

1. Motivation to learn

Several experts have expressed the meaning of motivation from

various points of view. However, in essence, everything is the same, because motivation is a driving force that can convert a person's psychomotor energy into the form of real activity in order to achieve certain goals.

According to Mc.Donald quoted in his book Oemar Hamalik "Psychology of Learning and Teaching" in Syaiful (2011: 148) states that motivation is a change in energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals.

2. Understanding group learning methods

The group work learning model means that students in a class are divided into several large and small groups. The grouping is usually based on the principle of achieving common goals (Arief, 2002:56). And therefore, group work means working together in mutual cooperation to achieve goals that are shared aspirations.

In other words, the group work method is a way of presenting lesson material where the teacher groups students into several groups or groups to complete the assigned tasks, together and helping each other.

There are four important elements in this strategy, namely: The existence of participants in the group, The existence of group rules, The existence of learning efforts for each group member, and the existence of goals that must be achieved. As in the Qur'an there are many verses that show the importance of group work as a principle in Islamic education: As Allah says in the Qur'an surah Al-Maidah verse 2 which means: "Help for goodness and piety, and do not help for sin and enmity"

3. What to pay attention to when

implementing group work methods

The following things can be considered when implementing group work methods:

- a. Understand the characteristics of children.
- b. Get to know children individually
- c. Develop critical, creative thinking skills and problem-solving abilities
- d. Developing the classroom as an attractive learning environment

4. Advantages and disadvantages of group work methods

In carrying out group work there are advantages and disadvantages

- a. Advantages: Train and foster a sense of togetherness and tolerance, mutually beneficial cooperation between individuals in groups, foster a sense of desire to progress and healthy competition.
- b. Disadvantages: Requires somewhat complicated preparation, must be closely supervised by the teacher so that unhealthy competition does not arise, individual characteristics and abilities will be neglected, if there is not a certain time limit, they will tend to be neglected (Arief, 2002:67).

5. Suggestions for implementing group work methods

- a. Make sure the number of members in each group is not too large and not too small. Usually, the number of group members ranges from 4 (four) to 6 (six) people, preferably 5 (five) people.
- b. The formation and division of groups should take into account student interests and abilities.
- c. The teacher should explain the implementation and benefits of group work assignments
- d. Each student in their group must be responsible and work together for the progress of their group.

In religious lessons, this group work method can be applied. For example, in the work of translating religious books which may be Arabic and English language literature. And discussing/summarizing study materials in certain chapters and so on (Ramayulis, 2004:235).

Through this group work, students feel inspired to explore the vast teachings of the Islamic religion.

A. Research Findings**1. Active student participation**

Active means that in the learning process, the teacher must create an atmosphere in such a way that students actively ask questions, question and put forward ideas. Learning is indeed an active process of the learner in building his knowledge, not a passive process of just receiving the teacher's lecture about knowledge. If learning does not provide opportunities for students to be actively effective, then learning is contrary to the essence of learning (Nurkholis, 2003: 153).

Active effectiveness of students of Civil Engineering, Informatics and Electrical Engineering Study Program, Sumbawa University of Technology. It is very important in order to form a creative generation, so that they are able to produce something for the benefit of themselves and others. Students' active participation in learning is an important and fundamental issue that must be understood, realized and developed by the lecturer in the learning process. Active learning is characterized by optimal involvement, both intellectual, emotional and physical, which are also needed.

In carrying out learning activities, lecturers assign students

various activities, for example: experiments, group discussions, solving problems looking for information, writing reports, and visiting Islamic education institutions outside campus.

2. Factors that influence student learning motivation in Islamic religious education courses

In teaching and learning activities through the group learning model there are several factors and motivations that determine and influence the smoothness of the teaching and learning process. Therefore, if one of the factors and motivation is not supportive, then immediately find a way out or improve it because it will have an influence on educational success.

The group learning model is applied to students in the Civil Engineering, Informatics and Electrical Engineering Study Program Sumbawa University of Technology is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated.

So, to find out the factors that influence student learning motivation in Islamic Religious Education courses through the group learning discussion method, this is based on the results of lecturers' observations and evaluations while teaching classes in the civil engineering, informatics and electrical engineering study programs. Even semester of the 2023/2024 academic year, namely:

a. Lecturer factors

According to Wina (2008: 52), the success of implementing group work methods will depend on the lecturer's expertise in using learning methods,

techniques and tactics. It is believed that each lecturer will have different experience, knowledge, abilities, styles and even views in teaching.

Therefore, lecturers who teach Islamic religious education courses in civil engineering, informatics and electrical engineering study programs before learning takes place, the lecturer must first explain the implementation and benefits of group work assignments/group learning. So, lecturers should be able to provide motivation, inspiration and guidance so that students have a good learning ethos. However, lecturers can also be said to be motivators and inspirers who are able to build students' Islamic character through group learning discussions, so that students are able to implement the values of Islamic religious education into positive personalities, such as honest, loyal, responsible, competent, disciplined attitudes. and collaborative, so that student learning can generate various thoughts, ideas and new ideas from students.

The strategies of lecturers who teach PAI courses in grouping student teaching and learning activities are as follows.

- 1) Do not ignore the principle of individuality, where each student in the group can be seen as an individual in terms of their own abilities and interests.
- 2) Students can be served according to their respective characteristics
- 3) Increase the influence of the effectiveness of each

student's learning motivation in their group

- 4) Consider the facilities available/owned
- 5) Distribution of types of work and specific goals to be achieved in each predetermined group

b. Student factors

As in Vienna (2008: 52), Students are unique organisms that develop according to their developmental stages. According to Durkin, factors that influence students are background aspects which include the student's gender, place of birth, residence, socio-economic level of the student, then seen from the characteristics of the student which include basic abilities, knowledge and attitudes.

Therefore, the factors that influence student learning motivation in the PAI course at Sumbawa University of Technology are having a high level of seriousness in listening to the lectures given by the lecturer, as well as being able to carry out group assignments in class in an orderly manner. Apart from that, the lecturer strongly advises them to actively ask questions if there is something they do not understand. Through this group learning discussion method, the recognition of students in each study program taught by MK PAI is that they are fun and enjoyable, and even have a high enthusiasm for learning, and apart from that, the lecturers always strengthen their motivation, inspiration and guidance so that students have a good and serious learning ethos. And in the future to become successful Islamic students and

entrepreneurs in their fields. And lecturers always try to direct students to participate actively so that the implementation of the group learning discussion method is successful and carried out well.

As Strategy to Increase Student Learning Motivation through group learning discussion methods by lecturers who teach PAI courses in the Civil Engineering, Informatics and Electrical Engineering Study Program, Sumbawa Technological University that is:

- 1) Give verbal statements about the material presented to students and clarify the learning objectives to be achieved
- 2) Maintain the work ethic and authority of lecturers appropriately in front of students
- 3) Understand the social climate in the classroom
- 4) Requires students to use things they have learned previously.
- 5) Set a positive example
- 6) Using the evaluation results of students' cognitive results as a driver of success and informing them of the work results that have been achieved
- 7) using unique and unexpected connections to apply understood concepts and principles.
- 8) Bring up something unexpected by students and arouse curiosity in students
- 9) Provide opportunities for students to show their abilities in front of the class.
- 10) Providing simulations and games according to the

strategic steps of the learning method.

- 11) Reducing unpleasant consequences and student involvement in learning.
- 12) Create an atmosphere of healthy competition among students.

We can see from several strategies to increase student learning motivation above that there are many efforts that lecturers can make to increase student learning motivation in the ongoing learning process. One of the appropriate methods to foster student learning motivation is to apply good methods which must be in accordance with the learning objectives. So the group learning discussion method is one of the appropriate learning methods in accordance with the material and learning objectives in Islamic religious education courses. By being able to provide progress in the learning process and improving the quality of learning because students become more enthusiastic in learning.

c. Facilities and infrastructure factors

Facilities as a tool to support the smooth process of teaching and learning activities in Islamic religious education courses in the UTS Sumbawa environment. These include adequate reference books in the library, free internet access to facilitate the learning process of students looking for references quickly and easily, learning media tools used in implementing learning methods and so on such as LCD screens and projectors and whiteboards.

As for the infrastructure, the road to the campus is quite far from

the distractions of crowds and noise from vehicles in the city, the campus is in the open at the foot of Mount Olat Maras, adequate classroom buildings are equipped with air conditioning and fans, library buildings, restrooms, and so on.

CONCLUSION

The group learning model applied to students of the Civil Engineering, Informatics and Electrical Engineering Study Program at Sumbawa Technological University is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated.

The lecturer who teaches Islamic religious education courses in the civil engineering, informatics and electrical engineering study programs before the learning takes place, the lecturer must first explain the implementation and benefits of group work assignments/group learning. So, lecturers should firmly provide motivation, inspiration and guidance so that students have a good learning ethos.

The most important review of factors that influence student learning motivation in Islamic religious education courses through the group learning model are 1. lecturer factors, 2. student factors and thirdly facilities and infrastructure factors.

BIBLIOGRAPHY

- Arief, Armai, 2002, *Pengantar Ilmu Dan Metodologi Pendidikan Islam*. Jakarta: Ciputat Press.
- Yamin, Martinis, 2009. *Strategi Pembelajaran Berbasis Kompetensi*. GP Press
- Nurkholis, 2003, *Manajemen berbasis sekolah*. Jakarta : PT.Grasindo
- Ramayulis, 2004, *Ilmu Pendidikan Islam*. Jakarta : Kalam Mulia,
- Djaramah, Syaiful, Bahri, 2011, *Psikologi Belajar*. Jakarta: Rineka Cipta
- Udin S, Winatapura. 1981. *Strategi Belajar Mengajar*, Universitas Terbuka. Jakarta

Sanjaya, Wina, 2008, *Strategi Pembelajaran:
Berorientasi Standar Proses
Pendidikan*. Jakarta: Kencana