

MOTIVATION AWARENESS ON LESSONS AND LEARNING ISLAMIC EDUCATION

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Abstract: Motivation is one of the important aspects in the development and excellence of students as well as giving a positive impact in academic achievement of students. Motivated students are students who are interested in learning and changing. Undoubtedly, teacher teaching practices are also one of the factors that motivate students. The main purpose of this paper is to identify the level of motivation of students following the teaching and learning of Islamic Education. This study was quantitative using a set of questionnaire involving 381 students as respondents. The results of the descriptive data show that the motivation of students is at moderate level with mean value of 3.66.

Keywords: Teaching Practice, Teaching and Learning, Islamic Education Teacher, Motivation.

1. INTRODUCTION

In the era of globalization today, today's society is so busy and lively to talk about country development, telecommunication system speed, technological sophistication and so on. But to what extent is the spiritual development of today's youth in parallel and in line with national development? Social problems that occur today are very critical and horrifying. Every day various issues related to the student are said to be like stealing, fighting teachers, wrestling, bullying, barbaric, smoking, adultery, abusive, illegal racing, narrowing and so forth (Mohd Nazmi et al., 2009; Shariffah Sebran Jamila, 2009 ; Syed Ismail & Ahmad Subki, 2010). The symptoms of moral collapse and the moral values of the Muslim community and the present youth are a strain from their farewell to the appreciation of Islam and the Qur'an itself (Aidah & Kamarulzaman, 2009). These conditions cause them to be wild and free, and there is no restriction and barrier for them. They also can not distinguish between good and bad, between halal and haram, between misguided and straight paths and between the characteristics of Islam and ignorance.

There are many factors that cause the decay of moral values to occur among students today. Among the factors are the weaknesses and disadvantages of the family institution, especially the lack of love, attention, care and morals from parents, as well as the attitudes of a few parents who give up the task of educating children to teachers and school (Wan Hassan & Siti Norlina , 2006; Syed Ismail & Ahmad Subki, 2010). In addition, religious beliefs that are not strong or lack of religion from parents are also a cause or cause of the collapse of the moral and social phenomena. Children are not given sufficient religious education that can be a fortress to them when they are away from parents' views and concerns. In addition, the influence of poor peers is also the cause of the social phenomenon and the deterioration of this ahklak (Syed Ismail & Ahmad Subki, 2010). Children are more likely to choose friends who bring towards the disadvantage of friends who lead to goodness. In addition, mass media is also a cause for the decline of this moral value. There are reports from television and newspapers showing that social phenomena occurred after watching violent films. They seem to be affected by what they see (Zaharah & Ab. Halim, 2007; Syed Ismail & Ahmad Subki, 2010). These conditions and problems if left unattended without the prevention and take measures to be taken will continue to spread and spread in the community thus disturbing the development of a country.

2. PROBLEM STATEMENT

Generally motivated according to Matsumoto (2009) means the willingness to strive in pursuing a goal. It also means the process of generating, maintaining and controlling interest. Motivation is a term that describes some variations in human behavior such as why the individual is more diligent than other individuals. With that, motivation determines the direction of an efficient matter. When a wish is reached, he will be satisfied, proud, proud, and appreciated. This feeling acts as a motivator for students in achieving educational goals, especially in personal and moral development. Motivation is one of the important aspects in the development and excellence of students as well as giving a positive impact in academic achievement of students. Motivated students are students who are interested in learning and changing. They listen and give full attention to the lessons as well as active both inside and outside of the classroom as well as willing to receive instruction from the teacher. From this situation will be the birth of a quality student (Baharom & Iliyas, 2011).

3. OBJECTIVES AND STUDENTS

In detail, this paper is intended to achieve the objective of identifying the level of motivation of high school students. So the question of the research is what is the motivation of high school students?

4. METHODOLOGY

The research design was quantitative using a survey instrument involving 381 students who became students of GPI from a total population of 1270 students. The total number of respondents corresponds to the percentage of respondents at least 30 percent as samples representing the entire population.

5. STUDY LIMITS

This study is a quantitative study that uses questionnaires as the main means of data collection. In order to ensure that the results and data collection goals are achieved, the researchers have constrained the respondents and the focus of the study. The limitations in terms of respondents are to select only lower secondary students who are under the supervision of Islamic Education teachers (GPI). While the limitation of the study on student questionnaires is only on their level of motivation.

6. RESEARCH FINDINGS

As a whole, all respondents agreed that the level of student motivation towards Islamic Education at school was at moderate high. This is evidenced by the mean value of the mean and the average value of the standard deviation of 3.66 and 0.91 respectively. The data showed that there were six items according to the average meanings consisting of high interperitification categories. All the items were MTV1 (min = 4.16, SP = 0.81), MTV2 (min = 4.09, SP = 0.76), MTV5 (min = 4.02, SP = 0.82), MTV11 (min = 4.60, SP = 0.75) min = 4.44, SP = 0.78) and MTV13 (min = 4.41, SP = 0.80).

While there are five items according to mean mean consisting of high medium level interperitiation. All the items were MTV3 (min = 3.68, SP = 0.89), MTV4 (min = 3.54, SP = 0.97), MTV8 (min = 3.63, SP = 1.17), MTV9 (min = 3.24, SP = 1.20) min = 3.80, SP = 0.90). In addition, there are also items that are in moderate level of interpretation of MTV6 (min = 2.73, SP = 1.34), MTV7 (min = 2.40, SP = 1.47) and MTV14 (min = 2.47, SP = 1.47). All schools show a mean score in a high simple interpretation group, except for S2 which is in high interpretation.

7. STUDY DISCUSSION

The overall analysis showed that the level of motivation among students who were the respondents of this study was at moderate high (mean = 3.66). This situation shows that the result of awareness and motivation that existed cause the enthusiasm and enthusiasm of the students to study and study the knowledge is at high level. This is in line with the role of motivation as a driving force in the teaching and learning process of students in the classroom. Muhammad Kamil (2001) notes that the student's internal motivation can produce perfect learning. Noraini (2008) found that students' attitudes play a role in improving the effectiveness of Islamic Education. Students have a high level of effectiveness on Islamic Education if they are self motivated to understand and practice it. Khalim and Wan Zukifli (2009) reinforce this statement by referring to the Islamic Education methodology in overcoming student discipline problems. This is because studies have found that students who correctly understand Islamic education can practice things learned without pressure or pressure from any party.

In addition, studies conducted by Mazlyana (2011) also show that a high level of student understanding of Islamic Education is due to their awareness of the purpose of studying Islamic Education and the importance of understanding it. The study conducted by Nurfaizah (2003) also shows that students through the process of Islamic Education can help increase their personality as well as Islamic Education to help students develop their own values (Zulkifli, 2002). High appreciation in Islamic Education enables students to apply what they learn into practice in everyday life. Therefore, it can be concluded that the existence of motivation in the student either through extrinsic or intrinsic motivation can influence the effectiveness of a teaching and learning process. The findings of this study are also supported by the study conducted by Abd Ghani (2009) on the motivation of students who say that a teacher is able to influence the motivation of his students to follow the lesson. This is because the formation of adolescent behavior is influenced by the teaching and learning of teachers, the attitude and motivation of the students and the process of interaction of students with the environment (Kamarul Bahariyah, 1999).

8. CONCLUSION

Through the findings of this study, there are three levels of interpretation, namely high, medium and low mean. This situation illustrates to us that the awareness of a student's motivation exists and is a driving force for them in every teaching and learning process that they go through.

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