ACTIVE LEARNING STRATEGIES INCREASING MOTIVATION TO LEARN ISLAMIC RELIGIOUS AT THE PRIMARY SCHOOL (SDIT) INSAN RABBANI LAMPUNG

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Abstract: Motivation for learning is needed to generate enthusiasm for learning and acquiring knowledge. This research method is qualitative through observation, interviews, and documentation. This research was conducted at Primary School IT Insan Rabbani Kotabumi, North Lampung. This study aims to discover that the application of active learning strategies in learning Islamic religious education can significantly impact learning Islamic religious education. The results obtained in this study are that the Primary School IT Insan Rabbani uses various learning methods in the learning process because that way, students have the motivation to study religion and are motivated to be active in learning. The learning methods used are such as Snowball Throwing, making creations, being present in front of the class, singing, and asking questions. Learn with various methods so that students are active and motivated to study Islamic religious education, and, in this way, students can more easily understand and remember Islamic religious education lessons.

Keywords: Active Learning Strategy, Motivation, Islamic Religious Education.

Abstrak: Motivasi dalam pembelajaran sangat dibutuhkan untuk membangkitkan semangat belajar dalam memperoleh ilmu pengetahuan. Metode penelitian ini ialah kualitatif dengan melalui observasi, wawancara dan dokumentasi. Penelitian ini dilakukan di SDIT Insan Rabbani Kotabumi Lampung Utara. Penelitian ini bertujuan untuk mengetahui bahwa penerapan strategi pembelajaran aktif dalam pembelajaran Pendidikan agama islam dapat memberikan dampak yang besar pada pembelajaran Pendidikan agama islam. Hasil yang diperoleh dalam penelitian ini ialah SDIT Insan Rabbani menggunakan berbagai macam metode pembelajaran dalam proses pembelajaran karena dengan begitu siswa memiliki motivasi untuk belajar ilmu agama, dan termotivasi untuk aktif dalam pembelajaran, metode pembelajaran yang digunakan yaitu seperti: 'Snowball Throwing', membuat kreasi kemudian di presentasikan di depan kelas, menyanyi dan tanya jawab. Membuat pembelajaran dengan berbagai macam metode agar siswa aktif dan memiliki motivasi untuk belajar Pendidikan agama islam dan dengan begini siswa jadi lebih mudah memahami dan mengingat pelajaran Pendidikan agama islam.

Kata Kunci: Strategi Pembelajaran Aktif, Motivasi, Pendidikan Agama Islam.
I. INTRODUCTION

Learning is an interaction between learners and their environment so that there is a change in behavior for the better. In the teaching and learning process, a teacher’s main task is to condition the environment to support changes in students’ behavior. It is also expected to provide benefits not only to students but also for teachers to get feedback on whether the learning material taught to students can be appropriately received.

Learning is an effort to direct students into learning to obtain learning objectives following what is expected. Learning should pay attention to the individual conditions of children because they are the ones who will learn. The conditions or characteristics of each learner are not the same. Therefore, a teacher must be able to understand each learner's characteristics. Understanding the characteristics of learners is essential for teachers. This will affect the learning process in the classroom. Understanding the characteristics of learners requires the involvement and seriousness of the teacher's heart and mind so that the teacher can understand the characteristics properly and correctly.

Understanding characteristics will help teachers lead learners to pursue their goals. The benefit of understanding the characteristics of students is that the teaching and learning process takes place better to achieve learning objectives. Indonesia is a country where the majority of the population is Muslim. Therefore, Islamic Religious Education is part of the national education system. Islamic religious education in schools is essential in preparing students for society.

At the primary school level, Islamic religious education has received attention since the beginning of Indonesia. Religious education, including Islamic religious education, is given space to be studied at school. Since the old order period, President Sukarno issued an education policy in the form of a law, namely Law Number 4 of 1950, concerning Education and Teaching. This law was declared valid throughout Indonesia through Law Number 12 of 1954.

The learning process of the Islamic religion is education through the teachings of Islam, namely in the form of guidance for students so that later after completing the study of religious education, they can understand, appreciate, and practice the teachings of Islam and make Islam a guide to life and the welfare of life in the world and the hereafter. Islamic Religious Education is a conscious effort made by educators to prepare students to believe, understand, and practice Islamic teachings through guidance, teaching, or training activities determined to achieve predetermined goals.

By Law No. 14 of 2005, article 4: The role of the teacher as a learning agent by having the quality of education through improving the quality of learning as a facilitator, motivator, spur, learning engineer, and inspirer of learning for

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students. Therefore, teachers must know how the situation and conditions of teaching will be delivered to students, how the approach is used in learning, how to manage learning content, and how far the level of effectiveness and efficiency is to foster students’ attractiveness by using learning strategies.

Activating learning is one way to train students to think critically and develop optimally. So that students are not just silently listening to material from the teacher through the lecture method. Teaching methods are one of the ways that teachers use learning. Therefore, many factors are considered to improve the quality of learning in the classroom, including the delivery of material and the strategies used that must follow the students. One alternative a teacher can do to activate students in learning is to use learning strategies. A learning strategy can be interpreted as a plan containing activities designed to achieve specific educational goals.

One of the learning strategies that are suitable for teaching Islamic Religious Education subjects is active learning. Active learning is learning that involves students actively learning in the classroom. When students learn actively, they can master the class well and activate the brain to release ideas, solve problems, and apply their lessons to real life. Active learning is a learning strategy as a teaching and learning process that uses various methods to obtain student activeness and involves the various potentials of students physically, mentally, emotionally, and intellectually to achieve learning objectives well.

From this, active learning has principles, one of which is the principle of motivation, which is the power contained in the individual that causes the individual to act or the emergence of a particular behavior. According to Sumadi Suryabrata, as quoted by Djaali, motivation is a condition in a person that encourages him to carry out certain activities to achieve a goal.

The ‘snowball throwing’ learning strategy develops the cooperative learning model. In 'snowball throwing,' the ball is a paper containing questions made by students and then thrown to their own friends to be answered by singing a song. ‘Snowball throwing' is one of the active learning models that, in its implementation, involves many students. The teacher's role is only to give direction at the beginning of learning about the learning topic that day.

There are several learning strategies in learning Islamic religious education, namely using music and games to be creative educators; music or singing can be a choice for teachers in implementing Islamic religious education. Singing can increase the motivation and attractiveness of learning for students and can also stimulate their creativity, reading interests, and motor skills. 

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7 Husniyatus Salamah Zainiyyati, Model Dan Strategi Pembelajaran Aktif (Teori Dan Praktek Dalam Pembelajaran Pendidikan Agama Islam), ed. by Rudy Alhana, CV. Putra Media Nusantara (Surabaya, 2010).
10 Hamzah B. Uno, Teori Motivasi Dan Pengukurannya (Jakarta: Bumi Aksara, 2009).
11 Djaali, Psikologi Pendidikan (Jakarta: Bumi Aksara, 2008).
13 Mahfuz Rizq Mubarak, Ahmadi Ahmadi, and Noor Amalina Audina, ‘Kombinasi Strategi Bernyanyi Dan Bermain: Upaya Dalam Menumbuhkan Motivasi Mahasiswa Tadris Biologi (Tbg) Dalam
Motivation in learning and learning efforts regarding its function, value, or benefits are necessary. The description above shows that learning motivation encourages students to bring out their best behavior in participation in learning. Shows the attitude of students interested in participating in learning in the classroom. Motivation is also seen as a mental drive that directs human behavior, including learning behavior. In motivation, there is a desire that activates, channels and directs individual attitudes and behavior while learning.

That motivation is an encouragement of the spirit of learning and balance from within that will produce behavior in learning. So that students can follow the learning to the maximum and gain knowledge well. Islamic Religious Education learning in elementary school circles is less desirable because teachers still often use the lecture method in delivering learning. So, the motivation to learn Islamic Religion needs to be improved, and challenging to accept students learning.

Students will try their best if they have great motivation to achieve goals in learning; they will learn seriously without coercion. Thus, students are motivated to learn Islamic religious education to continue to have an understanding of religious knowledge; if students have the motivation to learn religious knowledge, then they will carry out the knowledge they have received, such as praying five times a day (regular praying), fasting, reading the Qur’an. If students have learning motivation, their behavior will be seen, such as showing interest, attention, wanting to participate, working hard, and continuing to study until the task is completed. Motivation is generally divided into intrinsic motivation, which comes from within a person, and extrinsic motivation, which comes from outside. In the learning process, it is necessary to have the intrinsic motivation to last long because it comes out from within and from one's desires.

Its implementation in schools still needs to be better conveyed, as is the case with the learning process of Islamic religious education in schools today still needs to be improved in conveying knowledge about the Islamic religion. This can be seen in the teacher's learning process is still dominant in lectures and memorization. This learning method makes students less motivated to learn Islamic religious education material, decreasing student motivation in Islamic religious education subjects.

With the above problems, researchers will conduct research with the title **Active Learning Strategies in Increasing the Motivation of Islamic Religious Education Lessons in Fifth Grade of Primary School IT Insan Rabbani**. The Primary School IT Insan Rabbani located in North Lampung has a strategy or way for students to have motivation in Islamic religious education lessons, namely by using active learning, active learning like what is done by the school, which is the research material, with the object of Islamic religious education teachers and fifth-grade students.
Qualitative is used where the data collection is carried out in the field, such as community environments, institutions, and community organizations. The research took data to obtain what happened in the field of active learning in the Primary School IT Insan Rabbani, how Islamic Religious Education learning with active learning in the classroom researchers went directly to observe. The following are data collection techniques the writer uses:

a. Observation
Observation is a data collection technique carried out to collect data. The investigator makes direct observations (without tools) of the symptoms of the object of research. With this observation, researchers can find out how moral development is carried out at the Primary School IT Insan Rabbani and will observe students' and teachers' activities and behavior at school.

b. Interview
Interviews are also used in collecting data using one-sided questions, and answers are carried out systematically and based on research objectives. There are two kinds of interview guidelines: 1) unstructured is an interview guide that only contains the outline to be asked. 2) A structured interview guide is detailed to resemble a checklist.

c. Documentation
Documentation is looking for data on things or variables in the form of documents, be it written, pictorial, or electronic documents, notes, transcripts, books, newspapers, magazines, practice, meeting minutes, longer agendas, and so on. The research was carried out in November-March of the 2022/2023 school year. The subject of this research is fifth-grade students of Primary School IT Insan Rabbani. In this study, the participants were taken from 6 classes with the students' representatives of three students each, consisting of 7 men and 11 women, together with Islamic Religious Education teachers with a total of 4 teachers. This research was carried out by observing, then interviewing student representatives and Islamic Religious Education teachers by documenting learning activities that use active learning strategies.

II. RESULTS AND DISCUSSION

The results of the study state that the Primary School IT Insan Rabbani students, when learning Islamic religious education, they prefer active learning where the teacher, when learning, uses learning snowball strategies, questions, and answers, presentations (using works), and singing as well. Using these strategies, students understand the lesson faster than the lecture strategy/method.

In this case, an interview with Ustazah Ria says that fifth-grade students like it more when the teacher uses active learning strategies that make students active in class because it is more exciting and easier to understand. Nevertheless, if you...
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use lectures and students only listen, many students are sleepy and lazy when learning Islamic Religious Education (PAI).

"Bahwa anak-anak kelas V mereka lebih menyukai Ketika guru menggunakan strategi pembelajaran aktif yang membuat siswa aktif dalam kelas, karena bagi mereka lebih seru dan mudah fahamnya. Tapi jika menggunakan ceramah dan siswa hanya mendengarkan saja banyak siswa yang ngantuk, dan malas Ketika pembelajaran PAI" 21.

The theory of active learning strategies is the same as a teaching and learning process that actively involves students, active learning is also an activity that gathers comprehensive learning strategies. This active learning is seen from two sides, the first from the side of the students, where students can be physically and mentally active from the beginning of learning to the end of learning, and the second from the side of the teachers who choose a strategy so that students are active in learning 22.

In learning Islamic religious education, teachers use active learning strategies because by involving students, religious learning is more accessible for students to understand, and students are more excited and motivated to continue learning religion; if learning is fun, then students will be more interested and will continue to be eager to understand religion well 23.

In addition, Ustazah Bulan mentions that in learning Islamic religious education, she always conveys ‘snowballing learning strategies such as singing and rotating paper shaped like a ball. When the song is finished, the student holding the paper ball will answer the questions on the paper. This makes learning more enjoyable for students.

"Dalam pembelajaran Pendidikan agama islam saya selalu menyampaikan dengan strategi pembelajaran snowballing dengan bernyanyi dan memutarkan kertas yang berbentuk seperti bola, dan Ketika nyanyian selesai orang yang memegang bola kertas itu yang akan menjawab pertanyaan yang ada dalam kertas tersebut hal ini membuat pembelajaran lebih disukai siswa" 24.

The interview results above about the snowball throwing method is by the existing theory that the snowball throwing method is a method of throwing a ball with students writing questions on the paper to answer. The method is an example of active learning that involves students by teaching students to be able to receive messages from others and communicate messages to their friends 25.

This is similar to the research conducted by Nurhamida Siregar with the title The Effect of Snowball Throwing Method on Islamic Religious Education Learning Achievement of Students of SMAN 4 Padangsidimpuan, this research is similar to

21 Ria Sandra, Wawancara (Kotabumi: SDIT Insan Rabbani, 1 Desember 2022).
23 Observasi (Kotabumi: SDIT Insan Rabbani, 21 November 2022).
24 Bulan, Wawancara (Kotabumi: SDIT Insan Rabbani, 1 Desember 2022).

80 Innovatio, Vol. XXIII, No. 1, January – June 2023
using the Snowball throwing learning method in religion lessons, but Nurhamida Siregar examines different things. She researched learning achievement while the writer examined the motivation of religious students. The similarity shows that the ‘Snowball Throwing’ method is appropriate for learning Islamic religious education26.

Based on the observation of the active strategies used, the teacher asks the students to write questions on small paper before the ‘Snowball Throwing’ method is carried out. After writing the question, the teacher instructs the students to make a big circle, and the game starts by rotating the paper while singing. When the song is finished, the one who holds it will answer the question on the paper. This game was entertaining to repeat the material taught last week27.

In another interview session, Ustazah Nurma said that when learning Islamic religion, students are very excited because she usually teaches by using songs such as songs about the names of prophets so that students are easy to remember, or she used the strategy of dividing groups by conveying the results of discussions on cardboard and each group presented in front of the class.

“Ketika pembelajaran Pendidikan agama islam siswa bersemangat sekali karena saya biasanya mengajar dengan menggunakan nyanyian seperti lagu nama-nama nabi sehingga siswa mudah untuk mengingatnya, ataupun saya menggunakan strategi membagi kelompok dengan menyampaikan hasil diskusi di tempelkan di dalam karton dan setiap kelompok mempresentasikan di depan kelas” 28.

The results of interviews with teachers showed that singing is a learning method tailored to the material to be instructed; singing also makes the learning atmosphere more vibrant by moving hands and bodies29. This research is similar to what is being researched at Insan Rabbani Elementary School in Islamic Religious Education (PAI); learning sometimes requires the singing method, which is one of the active learning strategies to see motivation. This research is similar to that researched by Abdul Malik entitled Application of the Singing Method in Improving Learning Outcomes in Islamic Religious Education Learning by focusing on learning outcomes.

Active learning does not only use one teaching method but also the singing method and presenting the results of the work in front of the class. According to an observation, when learning a religious subject, learning begins with singing the order of the prophets memorized by the students. This pre-teach activity enhances students’ memory of the order of the prophets. In another case, when the implementation presents the results of the work, the teacher divides the groups, and each group is asked to make the story of the prophets and stick it on cardboard paper; after everything is finished, then, the students are asked to present the results of their work by telling the figure of the prophet’s story. This method aims to help students speak in front of the class and build their creativity in their work.

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27 Observasi. (SDIT Insan Rabbani, 23 November 2022)
28 Nurma, Wawancara (Kotabumi: SDIT Insan Rabbani, 1 Desember 2022).
In the conclusion of the above interview with the Islamic Education teacher and with the results of observations made by researchers that in learning, especially Islamic Education, teachers must be more creative or be able to liven up the class and make students active so that learning can run very pleasantly. The active learning strategies used include Snowballing, where students make a circle, and then the teacher and students sing by rotating a paper ball by passing it to the next friend; after the singing stops, the last student holding the paper ball will answer the questions on the paper, in the paper ball there is material learned that day.

The strategy applied every time the lesson begins makes students easier to remember the lesson by memorizing Islamic religious songs related to the order of the prophets and the revelations the prophets carry. Meanwhile, there are times when the teacher’s learning uses an active strategy by instructing students to make groups by making writings and drawings on a unit of cardboard paper containing the results of group discussions; after completion, each group presents in front of the class, and other students can ask questions related to the presentation. This strategy makes learning very active because there are questions and answers sessions between students. Then, after the question and answer session (Q & A), the teacher will straighten out the results that have been presented. So, in learning Islamic religious education at the Primary School IT Insan Rabbani, the activities highlight students’ involvement so that they can understand religious knowledge well from childhood for their future in becoming ‘sholih’ and ‘sholehah’ children.

An interview was conducted with representatives of students. In this case, a student mentions that he likes the school’s Islamic religious education lessons because his teacher invites him and his friends to play so they will not be sleepy or run around. They learn about Islamic religious education, such as ‘asmaul husna’ (names of God), prophets, books, memorizing short letters, and others.

“Saya sangat menyukai pelajaran Pendidikan agama islam di SDIT ini karena ustazahnya pasti ajak kami main jadi saya ga akan ngantuk atau lari-lari, jadi apa yang dipelajari tentang Pendidikan agama islam dari asmaul husna, nabi-nabi, kitab-kitab, hafalan surat pendek dan yang lainnya saya masih ingat karena Ketika belajar kami ikut dalam permainan itu” 30.

Another student representative, when interviewed, mentioned that she had been educated at the school since she was in the first grade. She really likes religion because she regularly sings and tells stories of prophets. She thinks that activities of learning and playing are enjoyable. Unfortunately, she sometimes does not like when her teacher teaches by explaining only. She sometimes needs help understanding what is being conveyed.

“Saya di SDIT ini sudah dari kelas 1 SD sampai sekarang dan saya sangat suka ketika pelajaran agama karena kami pasti nyanyi, kemudian kami juga diberikan cerita nabi-nabi jadi pembelajarannya sangat menyenangkan sekali, tapi kalau ustazah yang mengajarnya hanya dijelaskan aja saya kurang suka dan pasti saya tidak mengerti apa yang disampaikan” 31.

30 Farden, Wawancara (Kotabumi: SDIT Insan Rabbani, 1 Desember 2022).
31 Marinka, Wawancara (Kotabumi: SDIT Insan Rabbani, 1 Desember 2022).
Another student said she could read the Al-Qur'an and practice fasting because she attends school. She understands and does what ‘ustad and ustazah’ (teachers in Islamic Schools) teach about religion. She shows herself that and is definitely excited when religion lessons are delivered with the involvement of game activities such as singing.

“Karena saya sekolah di SDIT saya jadi rajin baca alquran dan puasa karena apa yang diajarkan ustad dan ustazah tentang agama saya memahaminya dan saya jadi mau melakukannya, setiap pelajaran agama ustazah dan ustadnya pasti di sampaikan dengan lebih mudah di fahami dan saya pasti semangat kalau pelajaran agama pasti ada permainannya atau kami nyanyi dulu, selain itu juga saya jadi termotivasi untuk bisa belajar agama dengan baik” 32.

The results of interviews with fifth-grade students about learning Islamic religious education show that if teachers use active learning strategies, the material to be conveyed is more accessible for students to accept. Learning is more active, and students become the center of attention. However, every teacher uses active learning before ending the lesson; the teacher will conclude the lesson results that day or show one of the students to be able to convey it. Besides that, students also have great motivation if learning is enjoyable and easy for them to understand; when they have great motivation in religious science, they will have an excellent understanding of it. Motivation can produce an effective learning process, and no more students who do not focus on learning; they will be enthusiastic about learning. Active learning can also motivate students to be more courageous in speaking in front of the class and familiarize students with being active in every lesson.

There are several kinds and models of active learning strategies, but the Primary school IT Insan Rabbani uses ‘Snowball Throwing’ strategies, presentations, singing, questions, and answers. The strategy is more effective in teaching fifth-grade students. Active learning is needed in the current learning process to invite students to learn more actively and understand the teaching material delivered by the teachers.

This active learning strategy is a comprehensive collection of learning strategies; active learning encourages students to be active from the beginning to the end of learning. Students do activities ranging from making groups, making circles, singing, and questions and answers, and during this short time, make students think about the subject matter. Therefore, Islamic religious education material can be conveyed well and attached to students. Another important reason is that, from the very beginning of students’ age, they have to be educated with sufficient religious subjects as later the foundation of students’ faith.

III. Closing

The results showed that active strategies such as snowball throwing, singing, question, answer, and presentation could result in effective learning and produce understanding for students. This is shown in the students who have been diligently praying, fasting, and reading the Qur’an and can memorize ‘asmaul husna,’ and the prophets and apostles. Students have the motivation to continue learning religious knowledge and to continue to improve the daily worship that students do.

32 Mandala, Wawancara (Kotabumi: SDIT Insan Rabbani, 1 Desember 2022).
Additionally, active learning can motivate students to be more courageous in speaking in front of the class and familiarize students with being active in every lesson. Several learning methods can be applied to create learning more active and engaging at the Primary School IT Insan Rabbani Lampung school. The ‘Snowball Throwing’ method, presentation, and singing, for example, are beneficial for students in learning religion, and the students become active learners - students are active from the beginning to the end of the lesson. Practical methods can foster student learning motivation in learning the Islamic religion.

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