

## Fourth-Grade Students' Interest And Motivation To Learn Islamic Culture History Subject At Mis Al Hasanah Lumban Dolok

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### Abstrak

Penelitian ini bertujuan untuk mengetahui Minat dan Motivasi siswa Kelas IV dalam belajar Sejarah Kebudayaan Islam (SKI) di MIS AL HASANAH Lumban Dolok Kecamatan Siabu Kabupaten Mandailing Natal Pada Tahun Ajaran 2022/2023. Penelitian ini dilakukan di MIS AL Hasana, Lumban Dolok, Kecamatan Siabu, Kabupaten Mandailing Natal. Ini adalah penelitian kualitatif, yang melibatkan analisis fenomena yang sedang dipelajari. Pengumpulan data dilakukan dengan observasi, survei, kuesioner, dan wawancara. Hasil penelitian ini menunjukkan bahwa minat siswa terhadap mata pelajaran Sejarah Kebudayaan Islam di MIS AL HASANAH Lumban Dolok Siabu Kabupaten Mandailing Natal adalah tinggi. Faktor-faktor yang mendukung minat tersebut adalah karena persepsi siswa yang positif terhadap pembelajaran Sejarah Kebudayaan Islam, adanya motivasi siswa yang tinggi dalam mengikuti pelajaran Sejarah Kebudayaan Islam, latar belakang pendidikan guru yang tinggi, guru menguasai materi, metode yang digunakan cukup bervariasi alat atau sarana belajar yang cukup memadai, lingkungan sekolah yang mendukung, dan motivasi dari orang tua yang sangat mendukung. Sedangkan penelitian pada motivasi siswa kelas IV dalam belajar SKI yaitu: Siswa memiliki hasrat dan keinginan berhasil dalam belajar menunjukkan ketekunan atau kemaun dalam belajar dan mengulang kembali pelajaran yang sebelumnya sudah diajarkan oleh guru. Siswa yang memiliki minat dan perhatian terhadap pelajaran menunjukkan ketertarikan dalam belajar SKI dan selalu memperhatikan saat guru menerangkan serta Siswanya Memiliki Respon yang Tinggi pada saat Membahas Pembelajaran SKI.

**Kata Kunci:** *Minat, Motivasi, Siswa, Pembelajaran Sejarah Kebudayaan Islam.*

### Abstract

This study aims to determine the interest and motivation of fourth-grade students in learning Islamic Cultural History (SKI) at MIS AL HASANAH Lumban Dolok, Siabu District, Mandailing Natal Regency in the 2022/2023 Academic Year. This research was carried out at MIS AL Hasana, Lumban Dolok, Siabu Sub-district, Mandailing Natal Regency. This is qualitative research, which involves the analysis of the phenomenon being studied. Data were gathered using observation, survey, questionnaire, and interviews. The results of this study indicate that student's interest in the subject of Islamic Cultural History at MIS AL HASANAH Lumban Dolok Siabu, Mandailing Natal Regency, is high. The factors that support this interest are due to positive student perceptions of Islamic Cultural History learning, the existence of high student motivation in taking Islamic Cultural History lessons, high teacher educational background, teachers mastering the material, and the methods used are quite varied tools or facilities. adequate learning, a supportive school environment, and the motivation of very supportive parents. The results of the research on the motivation of fourth-grade students in learning SKI are: Students have the desire and desire to succeed in learning, show perseverance or willingness in learning, and

repeat lessons previously taught by the teacher. Students who have an interest and concern for lessons show interest in learning SKI and always pay attention when the teacher explains and their students have a high response when discussing SKI learning.

**Keywords:** *Interest and Motivation, Students and Islamic Culture History Learning.*

## INTRODUCTION

Instruction is essentially an attempt to create conditions or an environment that facilitates the teaching and learning processes. An optimal learning atmosphere can be achieved if the teacher is able to manage and control students and teaching facilities to achieve learning objectives (Sardiman, 1990). The role of a teacher and students in the learning process cannot be separated. To accomplish the goal of the teaching and learning process, there must be a balance and cooperation between teachers and students.

As an educator, the teacher is a determining factor in the success of any educational endeavor; therefore, teachers must have a variety of skills. That is why every discussion about curriculum renewal, learning tool procurement, and the criteria for human resources produced by educational efforts always comes back to the teacher. This demonstrates the significance of teachers in the world of education (Syah, 1995). Teachers must employ specific techniques to ensure that each lesson material captures the attention of students. The teacher's skills to motivate students for the subject matter being taught are required since not every student pays attention to the same subject.

Teachers are positioned as a source of learning in the world of education, while students are situated as recipients of learning. This activity is continuous throughout the learning process. However, because of the rapid development of science and technology, which allows students to access a variety of learning resources, these activities are considered less relevant to current developments. As a result, learning activities necessitate more active participation from students. Rusmanto explained that the learning process requires students to be active, which includes listening, observing, asking questions, and discussing the subject matter, which is commonly referred to as active learning.

Interest in learning is a sense of preference and willingness to do particular learning activity that is not compelled by anyone (Slamemeto, 2003). Learning interest is primarily the acceptance of a relationship between oneself and something outside of oneself. According to Wina Sanjaya, interest in learning is a factor that influences a person's motivation to engage in certain activities (Sanjaya, 2007). Student interest has a significant impact on one's ability to learn. Students who are interested in a subject will be more active in their learning and will achieve the desired results. This study examines students' interest in learning Islamic Culture History at MIS AL Hasanah Lumban Dolok Siabu in Mandailing Natal Regency, as well as the factors that influence that interest.

Students' motivation to learn is critical. Motivation can help students perform better in school. In contrast, if there is no motivation from students and no effort from the teacher to motivate students, learning will not take place in accordance with educational goals because motivation is what drives students to work hard in class, listen to teachers, and complete assignments. It would be difficult to succeed in learning without motivation. If there is no motivation in the learning process, learning will be hampered because students are not enthusiastic or less enthusiastic about learning, but instead are lazy and underachievers. As a result, motivation is critical for students learning because it will indirectly improve their achievement and effectively achieve learning objectives.

Given the importance of student motivation in learning, the teacher is expected to generate student motivation. Most teachers desire classes full of intrinsically motivated students, but this is not always the case. As a result, teachers must face the challenge of motivating students, generating interest, attracting and maintaining their attention, and attempting to persuade students that they

want to learn the material. Islamic Culture History is one of the subjects that students and teachers regard as rote material only, so the learning process is considered tedious and time-consuming. As a result, students find learning less appealing. To overcome this issue, a teacher must improve his teaching skills. One of them is choosing the right method to pique students' interest in the Islamic Culture History subject because if students are already interested in the subject, their interest in learning about it will undoubtedly grow. As a result, in the future, students want to investigate values, meanings, wisdom, arguments, and theories based on existing historical facts.

Every teaching and learning activity has two active actors: teachers and students. The teacher creates intentionally, systematically, and continuously designed student learning environments. Meanwhile, students as learning subjects are those who enjoy the learning environment that the teacher has created. Both teachers and students influence and provide input in teaching and learning activities. As a result, teaching and learning activities must be alive, full of values, and always have a purpose. These students must be included to play an active role in the learning process to investigate, motivate, and monitor the development of student interest in learning Islamic Culture History subject (Fathurrohman, 2009). To accomplish this, the teacher must select the appropriate method that is consistent with the learning material.

## **METHOD**

This research was carried out at MIS AL Hasana, Lumban Dolok, Siabu Sub-district, Mandailing Natal Regency. This is qualitative research, which involves the analysis of the phenomenon being studied. Data were gathered using observation, survey, questionnaire, and interviews.

## **DISCUSSION**

### **Definition of Islamic Culture History (SKI)**

The subject of Islamic Culture History (SKI) is one of the subjects directed at students in the fourth grade Madrasa Ibtidaiyah (MI) level to learn about the Prophets' history. This aims to improve students' understanding and practice of Islamic law, which will then serve as the foundation for their future outlook on life. History derives from the Arabic word "Syajarah," which means "tree." The word history has two meanings: one that has an understanding of the past and one that has a subjective meaning because the past becomes a story (Purwanto, 2011).

In English, the word history is commonly associated with mankind's past experiences. The following definition defines historical records as those relating to past events that are preserved in written reports and have a broad scope. Then, as a branch of historical science, it reveals past events of a nation, state, or world, whether social, political, economic, or religious and cultural events. The subject of history will always be rich in significant experiences concerning the evolution of society as a whole. The subject History of Islamic Culture examines the culture or progress of Islam. It is a subject aimed at recognizing, appreciating, and comprehending Islamic history through guidance, teaching, training, exemplary activities, and the application of practice and habits.

### **Definition of Interest**

According to some experts, the definition of interest is as follows (Ramayulis, 2001):

- a. Interest, according to Mahfudh Salahudin, is "attention that contains elements of feeling" (Salahudin, 1990).
- b. Crow and Crow define interest as "a motivating factor that causes people to pay attention to someone, something, or a specific activity".

- c. Bimo Walgito states interest is "a condition in which a person has an interest in something and is accompanied by a desire to know and learn more or a need to know more."

Before we can understand the impact of interest on learning, we must know what interest and learning are. Interest is derived from the words liking, attention (the inclination of the heart to something), and desire. Students must have an interest or preference for participating in ongoing learning activities during the learning process because interest will encourage them to pay attention to and participate in the learning activity (Rohmah, 2012). Interest is a soul tendency that is characterized by attention to a specific object. In this sense, it demonstrates that activities that a person is interested in are constantly noticed and accompanied by a sense of pleasure.

According to the above definition, interest is a feeling of pleasure and interest in an object, and that pleasure then tends to pay attention and is eventually actively involved in the object. Someone enthusiastic about an activity will pay close attention to it on a regular basis. In short, interest in learning refers to the propensity and focus on learning. In another sense, interest in learning is the tendency of attention and pleasure in activities that include both the body and the soul toward full human development, which includes creativity, taste, intention, cognitive, affective, and psychomotor development on both the physical and mental levels.

### **Definition of Motivation**

Motivation is an internal and external force that drives a person to achieve specific predetermined goals. Motivation will cause a shift in the energy that exists in humans, influencing feelings and emotions to act and do something. The existence of goals, needs, and desires drives all of this (Sardiman, 2011). Motivation in learning can be defined as the overall driving force in students that causes learning activities, ensures the continuity of learning activities, and provides direction to learning activities, allowing students to achieve their desired goals. Motivation in learning activities is another non-intellectual factor to consider. Its distinct role is to foster a love of learning. Students who are highly motivated to learn will have the energy to engage in learning activities.

Learning motivation is the overall driving force in students that causes learning activities, which ensures the continuity of learning activities and provides direction to learning activities so that the learning subjects' desired goals can be met. Thus, student achievement in learning will be higher if students have a greater motivational drive from their parents to succeed. Because it is common for someone with high intelligence to fail to achieve due to a lack of parental motivation.

Learning motivation is required to understand a lesson, and learning motivation also influences learning success. If students are motivated to learn, the learning process will be successful. As a result, learning motivation is critical for every student, particularly student learning motivation in the subject of Islamic Culture History (Emda, 2017). In general, motivation can be classified into two types, namely:

a. **Intrinsic Motivation**

Intrinsic motivation is the desire to act that is fueled by internal factors. It is an individual behavior that occurs without being influenced by environmental factors but rather because they receive energy and behavioral influences from within themselves that cannot be seen from the outside. Intrinsic motivation is the desire to act caused by internal motivators. Based on the above definition, intrinsic motivation is an impulse from within the individual that moves the individual or subject to meet needs without the need for external encouragement (Saleh, 2004).

b. Extrinsic Motivation

Extrinsic motivation refers to motives that become active and function as a result of external stimuli. Extrinsic motivation can be attributed to rapidly changing external influences. Extrinsic motivation is a type of motivation in which learning activities are initiated and sustained based on external encouragement that is not directly related to learning activities.

According to some of the definitions above, someone who is extrinsically motivated does something not to learn something, but to receive praise, gifts, and so on (Suryabrata, 2005).

**Student Motivation and Interest in Learning SKI at MIS Al Hasanah, Lumban Dolok Siabu, Mandailing Natal Regency**

So far, SKI has been interpreted primarily as the history of Islamic culture. SKI is defined in the curriculum as the history of Islam and Islamic culture. As a result, this curriculum will not only show the history of power or kings, but also the history of the development of religion, science, and technology in Islam. The historical actors who are appointed are not only prophets, companions, and kings, but also scholars, intellectuals, and philosophers (Slameto, 2010).

SKI's scope is a primary teaching or foundation that shapes the character to become a person of faith who is physically, mentally, and spiritually strong, as well as intelligent, noble, and has the necessary skills for the benefit of himself, society, and tolerance.

Data concerning fourth-grade students' learning motivation in the Islamic Culture History subject at MIS Al Hasanah Lumban Dolok Siabu, Mandailing Natal Regency were collected through observations, interviews, questionnaires, and documentation. From observations, questionnaires, and documentation, it was determined that the teacher motivated students by directing all students to study diligently both at school and home and that some students responded positively by stating that they would do what the teacher suggested.

Prior to interviewing the students, the researchers talked to the SKI subject teacher (Ali Muddin). The researchers asked about the student's interest in learning SKI, whether they were enthusiastic or simply having fun with their friends. He stated that students were very enthusiastic about learning SKI, with students always looking cheerful when learning took place and students responding to and showing high curiosity about lessons.

The following are the results of interviews with a number of students. During the interview, the researchers inquired whether they were diligent in their studies and whether they reviewed the lessons taught by the teacher. According to the interview, students at MIS Al Hasanah Lumban Dolok Siabu, Mandailing Natal Regency, had high learning achievements in SKI subjects. The following is the summary from the interview with fourth-grade students on September 16, 2022:

Results of interviews with Sintia, Cantika, and Fitriah.

"Students said that they studied diligently to get good grades by reviewing the lessons that the teacher has taught, such as reading and working on the questions given by the teacher, so that they would later become a champion."

Results of the interview with Muhammad Rayhan and Ripan.

"These students stated that they studied at home to get good grades and would re-read the lessons taught by the teacher so that they could answer all of the test questions during the test."

Results of the interview with Ahmad Fahreza Daulae, Najir, and Ahmad

"Students told us that in order to achieve a high SKI score, they would study at home and sometimes reviewed the lessons taught by the teacher at school"

Results of the interview with Rinaldi, Uyunul, Faizah, and Rahmi Dani.

"Students said they were interested in Islamic Culture History (SKI) subject because the lessons were fun and there were many stories that made the students want to read books; students also said they always paid attention to what the teacher explained in SKI lessons."

Results of the interview with Ahmad Riadi, Rifqifasri, Wais, and Kahfi.

"Students said they liked the Islamic Culture History subject and when the teacher explained the lesson they always paid good attention".

According to the statement above, this research found that fourth-grade students at MIS Al Hasanah Lumban Dolok Siabu in Mandailing Natal Regency have strong learning motivations, namely: Students want to succeed in school and demonstrate perseverance or willingness to learn by reviewing the lessons taught by the teacher. They are interested and concerned about the lesson and are more likely to learn SKI and pay attention when the teacher explains the material. Students who are eager to carry out their learning tasks show immediacy in doing the assignments assigned by the teacher.

Students are always rewarded for learning, specifically in the form of additional scores and praise that can arouse students' enthusiasm for learning. Students who are curious and always ask about lessons that have not been understood have a positive reaction to the stimulus provided by the teacher. Students who are tenacious in the face of difficulties are not easily discouraged and strive to learn in order to obtain satisfactory grades. This can be seen from the results of this research.

## **CONCLUSION**

Based on the findings of the study and the discussion presented in the preceding section, the following conclusions are drawn regarding fourth-grade students' interest and motivation in learning SKI at MIS Al Hasanah Lumban Dolok Siabu Mandailing Natal regency:

The role of the Islamic Culture History teacher in increasing student interest in learning at MIS Al-Hasanah can be summarized as follows: teachers use a variety of methods when teaching SKI, teachers foster healthy competition among students, teachers provide evaluations, give a score, and distribute students' work. In addition, they also give students rewards or praise, and punishment for those who violate the rules.

The following factors contribute to the role of the Islamic Culture History (SKI) teacher in increasing student interest and motivation at MIS Al-Hasanah: the teacher's level of mastery of the material, mastery of learning media, mastery of student characteristics, and the teacher's ability to master the class. While the inhibiting factors are: students' interest and motivation, who tend to sort out the subjects they are interested in but some like the SKI subject and the second is the lack of facilities and infrastructure at MIS Al-Hasanah school.

However, the findings of this study show that students at MIS Al Hasanah Lumban Dolok Siabu in Mandailing Natal Regency are very interested in the subject of Islamic Culture History. Positive student perceptions of Islamic Culture History learning are among the factors that contribute to this interest.

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