



THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN INTERNALIZING ISLAMIC VALUES INCREASES STUDENT LEARNING MOTIVATION

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Abstract: *This paper explains that teachers are primarily responsible for the development of all students' potential, but often assume that their main task is only to fulfill the brain education of their students. The teacher feels that he has fulfilled his obligations and earned a good name, if his students mostly move up the grade or pass the exam. However, Islamic teachings command that teachers not only teach, but also educate. the teacher must set an example and be an example to his students and in all subjects the teacher can instill a sense of faith and morals in accordance with the teachings of the Islamic religion. Even outside of school, teachers must act as educators.*

Key Words: *Teacher, Internalization, Learning motivation.*

1. INTRODUCTION:

Education is a conscious effort made by humans to develop the potential of other human beings or to pass on their values to others through the process of teaching and training. The teaching process is the process of transferring the value of a teacher's knowledge to students or students from one generation to the next. (Mohammad Daud Ali & Habibah David, 1995:137).

Deepening knowledge to be taught to others or in one generation is a noble task that is considered as a form of jihad in the way of Allah. Therefore, the dead in the line of educational duties are judged to be the same as those who are martyred on the battlefield. Therefore, the learning of all students is a devotion to God and thus, the motivation to learn can be increased. Meanwhile, man's function as God's caliph on the face of the earth implies that man with his intellect is able to think about God's creation on earth and be ground, conduct research, and explore the results and use it to improve his life. Therefore, muslims must strive for a better future life than now.

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In that connection, a teacher is always dealing with a number of students who have their own characteristics to the extreme that it is said that in fact each child is different from one another (Anita E. Woolfolk, 2004:4). The implementation of education is expected to bring the best results. Of course, it is inseparable from the quality of educators as the main actors.

Teaching is one of the main tasks that demands the ability of teachers to carry it out. In carrying out their teaching duties, teachers act as motivators in stimulating and providing encouragement, fostering student activity and creativity, so that dynamics occur in the learning process.

2. METHOD:

The method used in this study is a qualitative method. The use of this method aims to describe in full the role of Islamic religious education teachers in internalizing Islamic values to increase student learning motivation Using



library research, namely research whose object of study uses library data in the form of books as a source of data. This research was conducted by reading, studying, and analyzing various existing literature, in the form of books, and research results.

3. DISCUSSION:

A. Role of Islamic Religious Education Teachers

1. Understanding the Role of Islamic Religious Education Teachers

According to Muhaimin, Islamic religious education is basically a normative effort to help a person or group of students in developing Islamic life views (how to live and utilize life and life in accordance with Islamic teachings and values), Islamic life attitudes, which are manifested in skills in everyday life. In detail, the role of Islamic religious education teachers according to Zuhairini, the role of Islamic religious education teachers (Zuhairini, et.al, 2004: 88) includes:

- a. Teaching Islamic science
- b. Instilling faith in the child's soul
- c. Educate children to be obedient in carrying out worship
- d. Educate children to have noble character

Meanwhile, in the regulation of the minister of religion, it is explained that the role or duties of Islamic religious education teachers as in the regulation of the Minister of Religious Affairs of the Republic of Indonesia number 16 of 2010 concerning "the management of religious education in schools, in article 1 paragraph 7 states that religious education teachers are professional education with the main task of educating, teaching, directing, training, setting an example, assessing and evaluating students". The role of Islamic religious education teachers is a conscious effort to prepare students to understand, skillfully implement and practice Islam through educational activities (Ahmad Tafsir, 2008: 20).

2. The Role of Teachers in General

There are many roles required from a teacher as an educator, or anyone who deploys to become a teacher. All the roles expected of the teacher are as outlined below.

a. Teacher as a guide

The role of the teacher as a guide is very important for his presence in school. Because it is the teacher who will guide the protégé into an adult human being. Without guidance, students will have difficulty in dealing with their self-development, the child's lack of ability causes more dependence on the help of teachers, but as they grow older, the dependence of students decreases. So, after all, guidance from teachers is very necessary at a time when students are not yet able to stand alone (independent).

b. Teacher as a class processor

In their role as a class processor, teachers should be able to process the classroom as a learning environment and is an aspect of the school environment that needs to be organized. The early environment is regulated and supervised so that learning activities are directed towards educational goals. Supervision of environmental learning also determines the extent to which the environment becomes a good learning environment. A good environment is one that is challenging and stimulates students to learn to provide a sense of security and satisfaction in achieving goals.

c. Teacher as mediator and facilitator

As a mediator, teachers should have sufficient knowledge and understanding of educational media because educational media is a communication tool to further streamline the teaching and learning process. Thus, educational media is a very important basis that is complementary and is an integral part for the success of the educational and teaching process in schools.

d. Teacher as evaluator

Each type of education or form of education at certain times during a period of education people always hold evaluations, meaning that at certain times during one period of education always conduct an assessment of the results that have been achieved, both by the educated party and by the educator. Similarly, in one teaching and learning process the teacher should be a good evaluator. This activity is intended to find out whether the goal has been achieved or not, and whether the material taught is appropriate enough. All these questions will be able to be answered through evaluation or assessment activities (Moh. User Usman, 2007:11).

B. Definition of Learning Motivation

Motivation is one of the psychic aspects that has an influence on the achievement of learning achievement. In psychology, the term motive is often distinguished from the term motivation. For more details of what is meant by



motive and motivation, the following author will give an understanding of the two terms. The word "motive" is defined as the power of effort that encourages a person to do something (Moh. User Usman, 2007:11).

As for the notion of motivation in the great Indonesian contemporary dictionary, it is the desire or impulse that arises in a person either consciously or unconsciously to do something with a certain purpose (Peter Salim & Yenny Salim, 1991: 997). Motivation is everything that is the driver of behavior that demands or encourages people to meet a need (M. Alisuf Sabri, 2001:90) Motivation is the driving force that has become active, the motive becomes active at a certain moment, even the need to achieve a goal is deeply felt or lived (Ws. Wingkel, 1986:71).

From several understandings put forward by experts that motivation is a change that exists in a person to do something to achieve goals. It can be concluded that motivation as a change of energy in a person characterized by the appearance of feelings and preceded by the presence of goals, then in motivation there are three important elements, namely:

1. That motivation initiates a change in energy in each individual human being, the development of motivation will bring some changes in energy in the "Neurophysiological" system that exists in the human organism.
2. Motivation is characterized by the appearance of a sense of "Feeling", affective of a person. In this case, motivation is relevant to psychological problems, affections and emotions that can determine human behavior.
3. Motivation will be stimulated due to the presence of goals. So the motivation in this case is actually a response to an action, namely a goal.

C. Various Learning Motivations

Viewed from several points of view, psychologists try to classify the motives that exist in humans or an organism into several groups according to their respective opinions. Arden N. Frandsen quoted by Sardiman, A.M, puts forward the types of motivation seen from the basis of its formation, namely: innate motives, (Motive Psychological Drives) and learned motives (Affiliative Needs), for example: the drive to learn a branch of science and so on (Ws. Wingkel, 1986: 71).

The forms of motivation to learn in schools are divided into two types, namely:

1. Intrinsic Motivation

Intrinsic motivation is the thing and circumstance that comes from within the student himself that can encourage the act of learning. In cognitive perspectives, intrinsic motivation is more significant for students because it is purer and lasting and does not depend on the impulses or influences of others.

It needs to be emphasized, it does not mean that intrinsic motivation is not good and unimportant. In teaching and learning activities are still important, because it is very likely that the student's situation is dynamically changing and also maybe other components in the teaching and learning process are less attractive to students so that students are not enthusiastic in carrying out the teaching and learning process both at school and at home.

2. Extrinsic Motivation

Extrinsic motivation is the thing or circumstance that comes from outside the individual student, which encourages him to carry out learning activities. This form of extrinsic motivation is an impulse that is not absolutely related to learning activities, for example, students are diligent in obtaining gifts that have been promised by their parents, praise and gifts, school rules or regulations, suri tauladan parents, teachers and others are concrete examples of extrinsic motivation that can encourage students to learn. That every student is not the same level of learning motivation, then extrinsic motivation is very much marginalized and can be given appropriately. In teaching and learning activities, the role of motivation, both intrinsic and extrinsic, is greatly encouraged. With motivation, students can develop activities and initiatives so that they can direct in maintaining harmony in carrying out learning activities.

D. Learning Motivation Function

Motivation plays a very important role in the learning of students who in the learning process have strong motivation and will obviously definitely persevere and succeed in learning. The more precise the motivation given, the more successful the lesson will be. So motivation will always determine the intensity of learning efforts for students. There are three motivational functions, namely:

1. Encourage humans to do, so as a mover or motor that releases energy.
2. Determine the direction of the action, namely towards the goal to be achieved.
3. Selecting deeds i.e. determining what deeds must be carried out harmoniously in order to achieve that goal by setting aside deeds that are not beneficial to the purpose (Ws. Wingkel, 1986:71).



E. Efforts to Foster Learning Motivation

As explained above, motivation is a factor that has an important meaning for students. That among some students there are those who have the motivation to learn and others who have not been motivated to learn, a teacher sees such student behavior, it is necessary to take steps to arouse student learning motivation.

Generating learning motivation is not easy, teachers must be able to use a variety of ways to motivate students' learning. Ways to increase learning motivation include:

1. Explain to students, the reasons a field of study is included in the curriculum and its usefulness for life.
2. Associate the subject matter with student experiences outside the school environment.
3. Show enthusiasm in teaching the field of study held
4. Encourage students to view learning at school as a task that does not have to be stressful, so that students have the intensity to learn and explain tasks as well as possible.
5. Create a climate and atmosphere in the classroom that suits the needs of students.
6. Provide test results in the shortest possible form.
7. Using forms of competition between students
8. Use intensives such as praise, gifts reasonably (Tadjab, 1994:103).

According to Sardiman A.M, there are several forms and ways to foster motivation in learning activities at school. Some of these forms and ways of motivation include:

- a. Giving numbers
- b. Prizes
- c. Rivals/competencies
- d. Replay
- e. Identifying results
- f. Compliments
- g. Punishment
- h. Passion for learning
- i. Interests
- j. Acknowledgeable purpose.

4. CONCLUSION / SUMMARY:

A teacher also plays a role in assisting students in developing students' skills and knowledge. Therefore, teachers must be able to get their students interested in taking lessons. If a teacher in appearance is no longer attractive, then the first failure is that he cannot plant the seeds of his teaching in his students, the students will be reluctant to face the teacher who is not interesting so that the lesson cannot be absorbed properly and every walk of life can understand when facing the teacher. The role of the teacher is an important thing that we can underline, namely the teacher as a stimulating provider to students by providing learning tasks, interacting with students, and the teacher also acts as a person who gives soul and inspires students

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