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Research Article

The Influence Of Practical Learning Methods On Islamic Religious Education Motivation Of Class IV Students Of Primary School 01 Muara Kemumu

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Abstract:

Examining the degree to which students utilize practical learning strategies, their motivation to learn both before and after, and their learning results both before and after, are the main objectives of this study. to ascertain how using practical learning techniques affects students' motivation and academic performance. SDN 1 Muara Kemumu was the location of this study. the approach taken in experimental study that is quantitative. Fifty-nine pupils in class IV served as the study's sample. The skills/psychomotor assessment tests, questionnaires, and observation sheets were the study instruments. The t-test is a data analysis tool. Research findings: First, the application of the practical learning method is at a very high level; student learning outcomes are at a high level prior to the application of the practical learning method and in a very high category following its application; student learning outcomes are at a high level prior to and following the application of the practical learning method. Second, there is a relationship between student learning outcomes and learning motivation that results from the implementation of practical learning approaches.

Keywords: Learning Motivation, Learning Outcomes, Practical Learning Methods, Psychomotor

1. INTRODUCTION

The learning process cannot be separated from learning motivation (Filgona et al., 2020). This is as stated by Biwer et al. (2021), that learning and motivation are two things that influence each other. Shafiei & Maleksaeidi (2020) also stated that: motivation in education refers to an element that propels or inspires learners to acquire or excel in the course material they are pursuing. Students won't take learning seriously or be interested in it if they aren't motivated. Conversely, pupils that possess a high level of motivation will be engaged, proactive, and even take charge of their education. Students that are highly motivated will put in their best effort and employ a variety of constructive techniques to succeed in their studies. According to Harefa (2023), students can get motivation from various directions including parents or family, community or

neighborhood, teachers and media. When in the school environment, the biggest source of motivation apart from close friends or friends is the teacher (Wardani et al., 2020).

According to the teacher's statement during the preliminary study's interviews with PAI teachers of class IV, most students have low motivation and interest in learning, and they continue to believe that PAI is a boring subject. For this reason, PAI instruction needs to be tailored to the individual needs of each child. Interest and motivation to learn usually depends on the learning method delivered by the teacher in class (Winarto et al., 2020). Apart from that, the teacher also said that the methods often used were conveying information or explanations (lectures), demonstrations (sometimes) and assignments, said the teacher. It is impossible to isolate the impact of the adopted learning approach from low learning motivation and student learning results (Mulang, 2021).

With respect to the elements that impact the process of learning, Bernacki et al. (2020) stated that: if all of the factors that affect the teaching and learning process work together to accomplish the objectives, then the process of teaching and learning may proceed. In learning, the process of acquisition becomes a system (Erlangga, 2022). Teachers, students, objectives, materials, media, techniques, and evaluation are some of the interdependent parts

of the learning system (Bahasoan et al., 2020). Without the interaction between learning components, learning cannot take place correctly; therefore, for learning to be effective, different types of learning components must cooperate (Wahyudi, 2022). Therefore, if these components are not realized properly, they will become obstacles for students in learning. For instance, there is high student motivation, engaging learning materials, clear goals, and tangible outcomes that students can see.

2. MATERIAL AND METHOD

This study used a quantitative technique utilizing a quantitative experimental methodology in order to answer the following research question: what is the impact of employing practical learning methods on student motivation and learning results in PAI topics about prayer. According to Yang et al. (2021), investigating the effects of certain therapies on others in well regulated settings is the goal of experimental research approaches.

The SD Negeri 1 Muara Kemumu in the Kepahiang district served as the site of this study. The 59 pupils in class IV at Muara Kemumu 1 State Elementary School during the academic year 2022–2023 were the population of this study. Of them, 37 were male and 22 were female. The population in this study, or all of the class IV pupils at SDN 1 Muara Kemumu, served as the sample.

3. RESULT AND DISCUSSION

A. Motivation to Learn

According to Sandi et al. (2021), every person's motivation is characterized by the following traits: 1) Approaching projects with diligence (able to labor nonstop for extended periods of time, never giving up before finishing); 2) Strong in the face of adversity, refusing to give up easily and delaying gratification

for one's accomplishments; 3) Exhibit curiosity about a range of adult topics; 4) Have a preference for working alone; 5) Easily become tired with repetitive, mechanical work (i.e., less creative tasks); 6) Is able to defend his beliefs, if he has any; 7) Letting up of your beliefs is difficult; 8) adept in identifying and resolving issues. The power, drive, need, excitement, pressure, or psychological process that propels an individual or group of individuals to accomplish certain goals in line with their desires is known as motivation (Xu et al., 2021). An impulse of will that propels someone to take action in order to accomplish a certain objective is known as motivation (Werdhiastutie et al., 2020). Motivation is an internal state or circumstance (often seen as a need, want, or desire) that propels an individual's actions toward achieving a goal (Teixeira et al., 2020).

B. Application of Practical Learning Methods

Observers carry out the application of practical learning techniques through observation. These observations are outlined in the available teacher and student activity observation sheets. Before the observation sheet is given to the observers, the researcher explains the description of the implementation of the research activities and then coordinates with the observers who will take part in the research process so that there is no misunderstanding of the observation format with the implementation of the lesson. The observer's completed observation sheet demonstrates the application of practical learning strategies in both teacher and student learning activities.

C. The Influence of Practical Learning Methods on Learning Motivation

Table 1 displays the findings of a hypothesis test about the impact of using practical learning techniques on students' willingness to study.

Table 1. Hypothesis Test Results on the Effect of Applying Learning Methods on Learning Motivation

Motivational Data	Hypothesis Testing		
	Tcount	Ttable	Hypothesis Testing
Pretest	6.722 1.980	6.722 1.980	Ha is accepted or Ho is rejected

Test results in Table 6: tcount > ttable (6.722 > 1.980). H0 asserts that there is no relationship between the use of practical learning techniques and class IV students' learning motivation at SDN 1 Muara Kemumu, at the significance level (= 0.05). Thus, the use of the prayer practice learning approach has a big impact on how motivated students are to

study. Prior to and following the implementation of the practical learning approach, students' learning motivation grew with a positive difference score, indicating that the practical learning method led to a greater rise in learning motivation if a person is willing to learn, he or she will succeed in doing so. The first rule and principle in education and learning

activities is this one. Motivation is the want or need to learn, and it is this that will determine whether learning activities are successful or not. In this instance, there are two components to motivation: (1) understanding the subject of study. (2) Recognize the significance of the subject (Ismail et al., 2022).

In this instance, the process of learning about prayer materials through the application of practical learning methods. The utilization of experiential learning techniques during the educational process has a significant impact on students' motivation to study. The data about the average scores attained by students prior to and following the application of practical learning methods makes this evident. Based on the study data, it was determined that students' learning motivation averaged 120.44 points in the very high category prior to using the practical learning approach on all of the pretest's indicators. In the meantime, students' posttest average for total learning motivation was 126.49, meaning that all markers fell into the very high category once they started using practical learning strategies. Therefore, it follows that the use of practical learning techniques influences students' motivation to study. According to the data above, students' learning motivation scored an average of 126.49 (very high) after receiving treatment in the form of learning through practical methods, which is higher than the 120.44 (very high) average of students' learning motivation prior to receiving the treatment. In contrast, nearly all students—59 students—had higher motivation scores or positive difference scores in the learning motivation category. Students' learning motivation both before and after therapy were in the very high category. It can be concluded that the application of practical learning methods can influence and further develop student learning motivation. The difference in learning motivation scores before and after treatment is caused by differences in the learning experiences that students have had, which ultimately influence student learning motivation.

4. CONCLUSION

There is an impact on the PAI learning motivation of class IV students at SDN 1 Muara Kemumu both before and after the deployment of the practical learning technique related prayer content. There is a difference in the PAI learning outcomes of class IV students at SDN 1 Muara Kemumu 1 before and after the use of the practical learning technique of content about prayer. For there to be an improvement in the caliber of education and learning at school, PAI teachers are able to carry out instruction effectively and use approaches that are adequate and appropriate

for the course material. In order to foster creativity in their pupils, engage them in the learning process, and help them develop their psychomotor and cognitive abilities, PAI teachers use materials that are applicable to real-world situations to facilitate learning.

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