

## **Development of Islamic Religious Education Learning Strategies to Increase Student Learning Motivation**

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### ***Abstract***

This research aims to develop Islamic Religious Education (PAI) learning strategies that can increase students' learning motivation. In this effort, this research examines several relevant and effective learning approaches, namely Problem-Based Learning (PBL), Contextual Approach, Cooperative Learning, and Technology Utilization in Learning. The method used in this research is library research, by analyzing various written sources such as scientific journals, books, academic articles, and online sources related to the topic of PAI learning and learning motivation. The results showed that PBL, which emphasizes problem solving relevant to real life, can increase students' engagement and understanding of PAI teaching materials. The conclusion of this study is that the application of these learning strategies can increase students' learning motivation, as well as support the achievement of Islamic religious education goals, namely character building and improving students' morals.

**Keywords:** Learning Strategy Development, Learning Motivation, Islamic Religious Education (PAI)

### **INTRODUCTION**

Islamic Religious Education (PAI) has a very strategic position in shaping character, morals, and spiritual values for students in Indonesia. As part of the national education curriculum, PAI does not only focus on teaching religious knowledge alone, but also aims to instill the noble values of Islam that can shape students' attitudes, behaviors, and understanding in everyday life. In this context, PAI learning is expected not only to be an activity of transferring knowledge, but also a process that can develop students' spiritual and emotional potential.

However, although these objectives are very important, the main challenge in implementing Islamic Religious Education learning is the low motivation of students to learn. This is often caused by various factors, such as the lack of variation in learning methods, materials that are considered monotonous or irrelevant to students' real lives, and the lack of active involvement of students in the teaching and learning process. This phenomenon affects student learning outcomes, especially in terms of understanding Islamic teachings and applying

religious values in everyday life. Low learning motivation has the potential to hinder the goals of Islamic Religious Education itself, namely creating a generation that is not only intellectually intelligent, but also has a good personality and noble character.

Learning motivation is one of the important factors that influence success in the learning process. Learning motivation is divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation refers to the drive to learn that arises from within the student himself, while extrinsic motivation is related to external factors, such as rewards or threats. In the context of religious education, intrinsic motivation is very important to be able to build students' love for Islamic religious studies, because this motivation will encourage students to study religion with full awareness and sincerity.(Fernando et al., 2024)

One approach that can be applied to increase learning motivation is to develop appropriate learning strategies that are in accordance with the characteristics and needs of students. Effective learning strategies are not only able to improve understanding of the material, but can also stimulate students' interest and curiosity, so that they are more motivated to be active in learning. Previous research shows that learning using contextual and problem-based approaches can increase student engagement and encourage them to be more serious in learning. Therefore, the development of innovative, interesting, and relevant PAI learning strategies to the context of students' lives is very important to increase their learning motivation.

Previous studies have shown that the use of various learning approaches such as project-based learning, problem-based learning, and the use of technology media can have a positive impact on students' learning motivation. However, despite many efforts to increase motivation through the use of these methods, the development of integrated Islamic Religious Education learning strategies that accommodate all aspects of student development is still very much needed. Therefore, this study aims to develop Islamic Religious Education learning strategies that can increase students' learning motivation.

The main objective of this study is to identify and develop Islamic Religious Education learning strategies that can improve students' intrinsic motivation in the learning process. This study also aims to explore how the application of more varied and contextual learning strategies can have a positive impact on improving students' motivation and learning outcomes in the field of Islamic Religious Education. Thus, the development of this strategy is expected to create a more active, enjoyable, and meaningful learning atmosphere for students, which will ultimately contribute to improving the quality of Islamic Religious Education learning in schools.

In addition, this research is expected to provide significant contributions to the development of Islamic Religious Education learning theory and practice, especially in creating a learning environment that is more responsive to the development and needs of students. Thus, this research is expected to be a reference for educators, education practitioners, and policy makers in designing and implementing Islamic Religious Education learning strategies that are more effective and interesting for students, and can answer the challenges that exist in the world of education today.

## **RESEARCH METHODS**

This study employs a literature review method (library research), which is a research approach conducted by tracing and analyzing various written sources relevant to the topic discussed. This method was chosen with the aim of examining, exploring, and formulating theories and concepts found in the literature related to the development of Islamic Religious Education (PAI) learning strategies to enhance students' learning motivation. The data sources used in this study include scientific journals containing previous research articles on PAI learning, learning strategies, and student motivation; textbooks relevant to learning theories, teaching methods, and learning motivation, which provide both theoretical and practical foundations in the context of religious education; academic articles published by researchers in the field of education discussing issues related to PAI, learning strategies, and the development of learning in the digital era; as well as trusted online sources that offer up-to-date information on developments in Islamic

religious education, teaching techniques, and the latest studies on student learning motivation. Data collection was carried out through a literature search using academic databases and university library resources, online journals, and international databases specializing in education and Islamic Religious Education, focusing on the most recent publications to ensure the relevance and accuracy of the information obtained. The collected sources were then selected based on criteria of relevance, credibility, and scientific quality, with particular attention to articles discussing PAI learning strategies, learning motivation, and educational approaches applicable to the context of Islamic education. Once the relevant literature was gathered, content analysis was conducted by mapping the main concepts related to PAI learning strategies and the factors influencing student motivation. The data was organized to identify general patterns, key findings, and research gaps that need to be addressed. The next stage involved synthesizing the information obtained from various literature sources to formulate learning strategies for PAI that can improve student motivation, linking these findings to relevant theories and applying them within the Indonesian educational context. Data analysis was performed through qualitative descriptive analysis by organizing and classifying the gathered information into relevant categories. This technique aims to explore meanings, map key issues, and identify patterns that provide insights into how effective PAI learning strategies can enhance student motivation. To ensure the validity and reliability of the data, this study relies on credible and accredited sources such as peer-reviewed international journals, books published by leading academic publishers, and articles from verified websites. Additionally, the data obtained were compared across multiple sources to ensure the consistency and coherence of the information.

## **RESULTS AND DISCUSSION**

The results of this literature study indicate that various effective learning strategies can be implemented in Islamic Religious Education (PAI) to enhance students' learning motivation. Among these strategies, Problem-Based Learning (PBL) stands out as an approach that emphasizes problem-solving as the starting point of

learning. PBL engages students in collaborative efforts to identify problems, formulate solutions, and conduct thorough investigations, thereby developing their critical thinking, analytical, and problem-solving skills (Rohmawati & Manshur, 2018). In the context of PAI, PBL allows students to explore real-life issues through the lens of Islamic teachings, such as addressing social problems like poverty and injustice, fostering both religious understanding and critical skills (Yhani et al., 2024). Another important strategy is the Contextual Approach (Contextual Teaching and Learning/CTL), which connects learning content with students' daily lives to make learning more meaningful and applicable. This method supports the development of spiritual and moral values by encouraging students to apply Islamic teachings to real social situations, such as promoting tolerance or addressing societal conflict (Wahyuni, 2016; Mahbubi & Sa'diyah, 2025). In addition, Cooperative Learning fosters collaboration among students in small groups, helping them work together to understand Islamic values and develop practical applications, such as creating community service initiatives based on zakat principles (Tabrani & Amin, 2023). This model enhances not only academic achievement but also social and interpersonal skills, fostering respect, cooperation, and mutual responsibility. Furthermore, the integration of technology in PAI learning is becoming increasingly important, as it allows for more interactive and personalized learning experiences. Tools such as educational videos, interactive apps, and online learning platforms (e.g., Moodle, Google Classroom) provide flexible and engaging ways for students to access content, collaborate, and deepen their understanding of Islamic teachings (Fauzi & Arifin, 2023; Marlana, 2021). Technology thus plays a crucial role in increasing students' motivation by offering diverse, accessible, and student-centered learning experiences.

Several factors have been identified as influential in enhancing student motivation in PAI learning. First, the role of teachers is central—educators who can create engaging, relevant, and enjoyable learning environments greatly enhance student enthusiasm and motivation (Minsih & D, 2018). Second, the relevance of learning materials to students' lives significantly impacts their engagement, as they are more motivated to learn content that offers practical spiritual, moral, or social value

(Sultani et al., 2023). Third, the use of varied teaching methods helps prevent monotony and disengagement. Incorporating interactive methods such as discussions, Q&A sessions, and case studies fosters active participation and sustained interest in learning (Satriani, 2018). Lastly, a supportive learning environment—characterized by positive peer interactions, parental support, and adequate learning facilities—has been shown to contribute to students' motivation in PAI lessons (Ixfina, 2024). Based on these findings, it can be concluded that the development of effective PAI learning strategies hinges on fostering active student participation, connecting content to students' lived experiences, and leveraging educational technologies. Approaches like PBL, contextual learning, and cooperative learning can be highly effective when thoughtfully adapted to the students' needs and school conditions.

A key aspect of successful implementation lies in the teacher's role as a facilitator who creates a positive, interactive, and relevant learning atmosphere. Teachers who can communicate Islamic values in ways that resonate with students' everyday realities are more likely to spark intrinsic motivation and encourage deep learning. Moreover, integrating appropriate technological tools can significantly support this process by making complex or abstract concepts more tangible and engaging. However, despite the variety of methods available, educators must carefully select and adapt approaches that align with the specific characteristics of their students and school environments. Consequently, further empirical research is needed to explore the contextual application of these strategies across different educational settings. In summary, developing engaging and relevant PAI learning strategies is essential not only to boost students' motivation but also to fulfill the broader objectives of Islamic education, particularly the cultivation of character and moral excellence.

## **CONCLUSION**

Based on the results of the literature analysis that has been carried out, it can be concluded that the development of effective learning strategies in Islamic Religious Education (PAI) is very important to increase students' learning

motivation. Several learning approaches that can be applied in the context of PAI to achieve these goals are Problem-Based Learning (PBL), Contextual Approach, Cooperative Learning, and Utilization of Technology in Learning.

Problem-Based Learning (PBL) provides students with the opportunity to develop critical and analytical thinking skills through solving problems related to Islamic values, which can directly increase students' intrinsic motivation to learn.

The Contextual Approach emphasizes the importance of connecting teaching materials to students' real-life experiences, allowing them to recognize the relevance of Islamic teachings in their daily lives. By making learning more relatable and applicable, this approach fosters deeper understanding and helps create more meaningful educational experiences, thereby increasing students' interest and motivation in Islamic Religious Education. Additionally, Cooperative Learning promotes collaboration among students by encouraging them to work in groups to solve problems collectively. This method not only enhances students' grasp of the subject matter but also strengthens their interpersonal and social skills. Within the context of Islamic Religious Education, cooperative learning serves as an effective means to internalize religious values through interactive group discussions and shared responsibilities. Furthermore, the integration of technology in education can significantly enrich the learning experience by utilizing various digital tools such as instructional videos, educational apps, and online platforms. These technologies support interactive and flexible learning environments, enabling students to engage more actively with the material. As a result, students become more motivated and involved in the learning process, particularly in subjects like Islamic Religious Education, where digital media can bring abstract concepts to life and enhance understanding.

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