

Strengthening student learning motivation through the strategic role of islamic education teachers in fiqh instruction at madrasah tsanawiyah negeri 2 sukoharjo

Arminda Juliana Sari,^{a,1,*} Imam Suhadi^{b,2}, Alfian Eko Rochmawan^{c,3}, Ngatmin Abbas^{d,4}.

^{*abcd} Institut Islam Mamba'ul Ulum, Surakarta, Indonesia.

^{*1} minda2021putri@gmail; ²imamsuhadi143@gmail.com; ³alfianecko@gmail.com; ⁴ngatminabbas@gmail.com.

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ABSTRACT

This research aims to analyze the strategic role of Islamic Education (PAI) teachers in enhancing student learning motivation in the subject of Fiqh at Madrasah Tsanawiyah Negeri 2 Sukoharjo for the academic year 2023–2024. The primary focus of this study is to identify the factors influencing student learning motivation and the strategies employed by PAI teachers to enhance it. The research poses several questions: (1) What factors affect student learning motivation in Fiqh instruction? (2) What role do PAI teachers play in enhancing student learning motivation? This study employs a qualitative approach utilizing a case study method. Data were collected through in-depth interviews with teachers, students, and the head of the madrasah, as well as through observations of the learning process. The findings indicate that internal factors, such as the students' interest and religious needs, as well as external factors, including support from family and the madrasah environment, play significant roles in motivating students. Additionally, the strategies implemented by PAI teachers—such as personalized approaches, the use of engaging learning media, and the reinforcement of religious values—have proven effective in enhancing student learning motivation. These findings contribute significantly to the development of more motivating and relevant teaching methods for Fiqh that align with the needs of students in the madrasah.

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Introduction

Learning motivation is a fundamental factor that influences success in the educational process, particularly in religious education at the madrasah level (Ainissyifa et al., 2024). In the modern era, characterized by numerous challenges and digital distractions, it is essential for students to actively engage in religious subjects, such as Fiqh. This necessity calls for the implementation of adaptive and inspiring pedagogical approaches. In this context, Islamic

Religious Education (PAI) teachers play a strategic role not only as providers of knowledge but also as motivators, facilitators, and spiritual guides (Muttaqin, Ahsani, & Wijayama, 2025).

However, the reality observed in the field indicates that some students continue to experience a decline in motivation when participating in Fiqh instruction. This decline can be attributed to various factors, including monotonous teaching methods, a lack of relevance between the material and everyday life, and insufficient alignment of the lessons with the emotional and social needs of students.

Previous research has underscored the importance of motivation in enhancing students' learning outcomes (Fernando, Andriani, & Syam, 2024). A study by Judrah, Arjum, Haeruddin, and Mustabsyirah (2024) revealed that the role of religious teachers is crucial in building religious character and motivating students (Judrah, Arjum, Haeruddin, & Mustabsyirah, 2024). Nevertheless, the majority of existing studies remain descriptive and have not specifically explored the strategies employed by teachers in the context of Fiqh education, especially at the Madrasah Tsanawiyah level. Additionally, research delving into the integration of motivational approaches and religious values in Fiqh instruction within formal madrasah settings is still quite limited.

This research introduces novelty in two aspects. First, it specifically highlights the strategic role of PAI teachers in motivating students within the Fiqh subject, rather than in religious education in general. Second, through a qualitative case study approach, this research uncovers contextual practices implemented by teachers at Madrasah Tsanawiyah Negeri 2 Sukoharjo, which have not been extensively discussed in the literature. This study also addresses the need for empirical data regarding operational and contextual strategies for enhancing learning motivation in religious education.

Academically, this research contributes to enriching the discourse on Islamic education and educational psychology, particularly concerning motivation-based teaching strategies. Practically, the findings of this study can serve as a reference for PAI teachers to develop more effective learning approaches that are relevant to students' needs. Moreover, this article aims to provide a fresh perspective in designing professional training for PAI teachers, as well as developing a more humane and motivation-oriented Fiqh curriculum.

Literature Review

1. Learning Motivation in Education

Learning motivation is the drive, both intrinsic and extrinsic, that directs individuals to actively engage in the learning process. Spector, J. Michael, and Seung Won Park (2017) assert that learning motivation is influenced by various factors, such as expectations of success, the value of the task at hand, and the social environment (Spector & Park, 2017). Meanwhile, John Santrock (2014) notes that students with high motivation tend to be more focused, resilient in the face of challenges, and demonstrate better academic performance (Santrock, 2014). In the context of religious education, learning motivation also encompasses a spiritual dimension linked to the religious values being taught.

Numerous studies indicate that student motivation can be enhanced through interactive and meaningful learning approaches. Research conducted by Fitriya (2025) reveals that the relevance of subject matter to students' everyday lives serves as one of the key factors in

sustaining learning motivation (Fitriya et al., 2025). In the context of Fiqih education, this suggests that the material should not only be taught theoretically but must also be connected to students' practical experiences and lived realities.

2. The Strategic Role of Islamic Religious Education Teachers

Islamic Religious Education (PAI) teachers bear responsibilities that extend beyond merely conveying religious content; they also serve as moral guides, spiritual role models, and agents of social change. Within the framework of Fiqih education, it is expected that teachers instill values of Islamic law through contextual and inspiring approaches. Research by Apriyanto, Judijanto, Darmayasa, and Wahyuningsih (2025) demonstrates that PAI teachers who implement reflective and participatory pedagogical methods can significantly enhance student engagement and motivation in the learning process (Apriyanto, Judijanto, Darmayasa, & Wahyuningsih, 2025).

In addition to possessing pedagogical competencies, PAI teachers must also exhibit strong personal and social skills. Referring to Law No. 14 of 2005 concerning Teachers and Lecturers in Indonesia, it is anticipated that teachers embody character, serve as exemplary figures, and cultivate positive relationships with their students. This aligns with the findings of Wulandari, Hidayat, and Muqowim (2019), which emphasize that emotional closeness between teachers and students plays a crucial role in fostering student motivation, particularly in religious education (Wulandari, Hidayat, & Muqowim, 2021).

3. Islamic Jurisprudence Learning and Its Challenges

Islamic jurisprudence, as a subject of Islamic law, is often perceived as challenging and abstract by certain students, particularly when it is not presented through a communicative and applicative approach. A curriculum focused too heavily on normative aspects of Islamic jurisprudence risks diminishing student motivation, especially among adolescents. Research conducted by (Moslimany, Otaibi, & Shaikh, 2024) underscores the necessity for innovation in Islamic jurisprudence teaching strategies, including the utilization of interactive media, contextual discussion methods, and case studies.

A contextual approach to Islamic jurisprudence education can assist students in comprehending the relevance of Islamic legal principles in their everyday lives. Consequently, the role of educators is not merely that of conveying Sharia law but also of facilitating the development of a reflective and active religious awareness.

4. Theoretical Framework: Motivation Theory and Islamic Education

This research is grounded in Self-Determination Theory (Deci and Ryan, 2012), which posits that intrinsic motivation is influenced by three fundamental needs: competence, autonomy, and relatedness. In the context of Islamic jurisprudence learning, these three elements can be manifested through opportunities for critical thinking, recognition of student initiative, and the establishment of strong emotional connections between teachers and students (Deci & Ryan, 2012).

Moreover, Islamic education emphasizes that the primary goal of education is the formation of a complete Muslim personality (*insan kamil*). According to Al-Attas, education should be oriented toward the internalization of divine values into the individual. Therefore, learning

motivation in Islamic education encompasses not only cognitive dimensions but also spiritual and ethical aspects (Nurhakim, 2022).

Method

This study employs a qualitative approach with a case study design to conduct an in-depth analysis of the strategic role of Islamic Religious Education (PAI) teachers in enhancing student motivation, particularly in the subject of Islamic jurisprudence (Assyakurrohim, Ikhrum, Sirodj, & Afgani, 2023). This approach has been selected as it provides a comprehensive understanding of the phenomenon under investigation in a natural and specific context, namely at Madrasah Tsanawiyah Negeri 2 Sukoharjo for the 2023–2024 academic year. The subjects of this research include PAI teachers instructing Islamic jurisprudence in the eighth grade, eighth-grade students actively participating in the learning process, and the head of the madrasa as a supporting informant. The selection of informants was conducted purposively, taking into account the relevance and depth of information they could provide concerning the research focus (Wijaya, 2020).

Data collection was conducted through in-depth interviews, participatory observations, and documentation. Semi-structured interviews were carried out with teachers, students, and the head of the madrasa to explore their perceptions, strategies, and experiences in enhancing learning motivation (Sarosa, 2021). Direct observations were made during the Islamic jurisprudence teaching process to examine interactions between teachers and students, the teaching methods employed, and student responses to the material presented. Additionally, documentation studies were utilized to review instructional materials, including Lesson Plans (RPP), teaching resources, and reflective records from teachers.

The collected data was analyzed using interactive analysis techniques as outlined by Miles and Huberman, which consists of three primary stages: data reduction, data presentation, and conclusion drawing or verification. The data reduction process involved filtering essential information from raw data to maintain focus on aspects relevant to the research objectives. Data presentation was accomplished through descriptive narratives and thematic tables that aid the researcher in identifying emerging patterns or trends (Anam et al., 2023). Finally, conclusions were drawn inductively, with data verification conducted through triangulation techniques.

To ensure the validity of the data, this research employs triangulation of sources and techniques, alongside member checking with key informants, in addition to maintaining prolonged engagement in the research location. These measures are implemented to guarantee that the data obtained is credible, accurate, and authentically reflects the real conditions in the field.

Result and Discussion

1. The Strategic Role of Islamic Education Teachers in Enhancing Student Learning Motivation

Islamic Education teachers (PAI) at Madrasah Tsanawiyah Negeri 2 Sukoharjo occupy a highly strategic position in shaping and enhancing student learning motivation, particularly in the subject of Fiqh. This role extends beyond the mere transmission of educational material to encompass functions as motivators, facilitators, and spiritual guides, thereby contributing

significantly to the character formation and academic enthusiasm of students (Jumatullailah, Maksum, & Nurhasanah, 2024). In the context of Fiqh education, the PAI teacher is responsible not only for teaching Islamic laws but also for instilling religious values that foster moral awareness and a commitment to learning among students (Suryono, Abbas, & Hidayah, 2024).

A tangible manifestation of this strategic role is evident in the provision of intensive guidance. The PAI teacher does not merely offer general directions but also provides personal advice, motivation, and learning strategies tailored to individual students. According to interview results, the teacher actively encourages students to create material summaries, utilize study time at home effectively, and cultivate independent learning habits. Furthermore, the teacher is unreserved when approaching emotionally troubled students, whether on an individual basis or in groups. This approach reflects the paradigm of the teacher as a *murabbi*, an educator who develops students holistically across cognitive, affective, and spiritual dimensions.

Personal interactions between teachers and students are a critical focus. The PAI teachers at MTs Negeri 2 Sukoharjo demonstrate the ability to foster emotional connections with students, create open two-way communication, and provide a healthy dialogue space within the classroom. This aligns with the principles of humanistic education theory posited by Carl Rogers, which emphasize that empathetic relationships between teachers and students are essential prerequisites for the growth of motivation and learning success. Teachers who comprehend the needs, feelings, and psychological conditions of their students are more capable of igniting intrinsic motivation to learn (C. R. Rogers, 1959; E. M. Rogers, Singhal, & Quinlan, 2014).

Moreover, teachers play an active role in creating a conducive and enjoyable classroom atmosphere. Simple strategies, such as ensuring cleanliness and orderliness in the classroom before the learning process begins, serve as a form of education in discipline and responsibility, indirectly shaping students' learning motivation. A comfortable and orderly classroom environment provides psychological safety for students, ultimately encouraging them to focus more on the learning process.

In addition to technical aspects of teaching, teachers are committed to providing equitable attention to all students, without discrimination. In practice, teachers offer equal opportunities for all students to ask questions, respond, and express opinions. This principle is vital for building students' self-confidence and fostering a participatory climate within the learning process. Each student feels valued, acknowledged, and possesses an active role in the classroom, laying an essential foundation for the development of intrinsic motivation.

The assessment provided by teachers also serves as an effective motivational tool. Teachers evaluate students based on observable achievements, such as participation in discussions, accuracy in task completion, and attitudes and diligence during the learning process. This fair and objective assessment is positively received by students. They feel appreciated for their efforts, and receiving good grades motivates them to maintain or improve their performance. Conversely, when results do not meet expectations, students are encouraged to enhance their efforts. This indicates that the evaluation system applied by the teacher functions as reinforcement in fostering productive learning behaviors.

The statement made by a student named Muhammad Arya corroborates these findings. He asserts that the attention and appreciation provided by teachers have heightened his enthusiasm for learning, both within the classroom and at home. Such emotional responses indicate the

teachers' success in fostering an affective relationship that acts as a motivating factor. Verbal and symbolic appreciation from teachers has proven to bolster self-confidence and encourage students to engage more actively and consistently in their studies.

This finding is further supported by the behaviorist theory developed by B. F. Skinner, which posits that the provision of positive reinforcement, such as praise and favorable grades, enhances the likelihood of the desired behavior being repeated—in this context, the behavior of active and diligent learning. The Islamic Education (PAI) teachers at MTs Negeri 2 Sukoharjo consciously apply this principle by providing positive feedback for each effort and achievement of their students.

In general, the strategic role of PAI teachers in offering guidance, comprehensive attention, building positive relationships, creating a supportive classroom climate, and implementing a fair evaluation system has effectively established a conducive learning ecosystem oriented towards enhancing student motivation. PAI teachers operate not only as agents of the transmission of religious knowledge but also as catalysts for character transformation and the cultivation of students' enthusiasm for learning.

In conclusion, it can be asserted that the strategies employed by PAI teachers to enhance student motivation represent a holistic educational practice. This approach addresses not only academic aspects but also targets the psychological, social, and spiritual dimensions of students. Such contributions underscore the PAI teacher's role as highly relevant and strategic in delivering an Islamic education that impacts life and shapes the future of students in a comprehensive manner.

2. Strategies of PAI Teachers in Implementing Learning Motivation in Fiqh Education at MTs Negeri 2 Sukoharjo

Learning motivation is a key factor in the success of the educational process, particularly in the subject of Fiqh at MTs Negeri 2 Sukoharjo. In this context, the role of the Islamic Religious Education (PAI) teacher extends beyond merely delivering content; they also function as motivators who can inspire students' enthusiasm for learning. Research indicates that the PAI teachers at this institution have implemented various strategies aimed at enhancing student learning motivation in both a contextual and reflective manner (Wlodkowski & Ginsberg, 2017).

One of the primary strategies employed by the PAI teachers is the provision of personal guidance. Teachers actively offer direction and advice to students and recommend effective learning methods, such as summarizing lesson materials. Additionally, they establish individual communication, particularly with students experiencing learning difficulties. This effort fosters a positive emotional and psychological relationship between teachers and students, in alignment with humanistic motivation theory, which emphasizes the importance of addressing individual needs.

In addition to personal guidance, PAI teachers strive to create a conducive and enjoyable classroom environment. They provide equal opportunities for all students to ask questions and express their opinions without discrimination. This practice reflects a commitment to fairness and can foster a sense of appreciation among students, thereby enhancing their confidence in participating in the learning process. Such an approach embodies constructivist principles that encourage active student participation.

Assessment and recognition also play a crucial role in fostering learning motivation. Teachers evaluate students based on actual performance, taking into account factors such as participation, responsiveness to material, and completion of assignments. Students who achieve good grades experience satisfaction and are consequently motivated to maintain or enhance their performance. Conversely, students who receive lower grades are encouraged to exert greater effort in order to attain better results. This illustrates that a transparent and fair evaluation system acts as a catalyst for learning motivation.

Moreover, the institution supports students' learning motivation by awarding those who excel academically. The head of the madrasah provides rewards for students demonstrating outstanding academic performance, thereby creating a healthy competitive environment among students and reinforcing the institution's role in stimulating their motivation to learn. This symbolic recognition aligns with behavioral theory, which underscores the significance of positive reinforcement in shaping learning behavior (Schneirla, 1966).

Social environment and peer influence also contribute significantly to enhancing student motivation (Wentzel & Muenks, 2016). Many students find inspiration from active and successful peers, which encourages them to strive harder to achieve similar accomplishments. The enthusiasm for learning fostered through social interactions generates a collective energy within the classroom, consistent with Bandura's social learning theory, which posits that motivation can be cultivated through observation and imitation of successful behaviors exhibited by others.

Additionally, PAI teachers utilize storytelling as a means to connect with students on an affective level. Narratives of the struggles of scholars and Islamic figures are shared to inspire and impart meaning within the learning process. This strategy has proven effective in creating an emotional connection between the lesson content and students' learning experiences, ultimately reinforcing their engagement in the classroom.

The role of parents is of paramount importance in learning motivation strategies, making it an aspect that cannot be overlooked. Teachers actively engage in communication with parents to ensure that students receive balanced support from both school and home environments. When parents provide attention, encouragement, and small rewards for their children's achievements, it can significantly enhance the students' motivation to learn. However, teachers also recognize that negative comparisons made between siblings by parents can diminish motivation. Consequently, Islamic Religious Education (IRE) teachers serve as mediators, providing parents with an understanding of parenting styles that can effectively support their children's motivation.

Despite the implementation of various strategies, challenges remain in their execution, such as a lack of internal motivation among students, an unsupportive family environment, and limited learning resources within the educational institution. To address these issues, teachers employ several solutions, including individualized approaches, verbal and symbolic praise, collaboration with parents, and partnerships with the educational institution to enhance learning facilities.

Overall, the strategies employed by IRE teachers at MTs Negeri 2 Sukoharjo in fostering learning motivation demonstrate a holistic and synergistic approach. Educators utilize a variety of techniques, ranging from personal guidance and reward systems to storytelling and involving both parents and the educational institution. This strategy emphasizes that learning motivation is not an instantaneous phenomenon but rather a construct developed within a mutually supportive

educational ecosystem. This research offers substantial contributions to the practice of Islamic education, particularly in the context of Fiqh instruction, by illustrating how contextual approaches can significantly enhance student learning motivation.

3. Challenges and Solutions Faced by PAI Teachers in Enhancing Student Learning Motivation

The educational process is intrinsically linked to the role of motivation, which serves as the primary catalyst for student learning success (Linnenbrink & Pintrich, 2002). At MTs Negeri 2 Sukoharjo, particularly in the subject of Fiqh, Islamic Education (PAI) teachers encounter several challenges in fostering student motivation. Based on interviews and field observations, three main factors have been identified as sources of these challenges: internal factors related to the students, social environment (family and community), and the conditions of the educational institution itself.

The first challenge arises from internal factors related to the students, evidenced by their low enthusiasm, attention, and participation during the learning process. Ms. Erwita Kusumawati, M. Pd. , a PAI teacher, has noted that a lack of intrinsic motivation causes some students to prefer engaging in play rather than focusing on their studies. When the desire to learn does not emanate from within the students themselves, various teaching methods may be ineffectively received. This situation is further complicated by students' tendencies to exhibit apathy towards lessons, lack focus, and demonstrate no initiative in completing assignments.

The second challenge pertains to the family and community environment. A less supportive environment, such as families with low socioeconomic backgrounds or communities influenced by negative habits, significantly impacts students' motivation to learn. Ms. Erwita explains that students living in undereducated environments or surrounded by negative practices such as gambling, theft, and verbal abuse often experience emotional disturbances that hinder their learning. Furthermore, the influence of peers exhibiting poor behavior can adversely affect other students.

Additionally, the limitations in facilities and learning resources at the madrasah constitute a significant obstacle. A scarcity of textbooks, insufficient teaching aids, and suboptimal utilization of modern learning media contribute to a monotonous and unengaging learning environment. The Head of the Madrasah, Drs. Amiruddin, M. S. I. , states that the diverse characteristics of students, coupled with the lack of ideal facilities, disrupt the effectiveness of the teaching process. When students feel uncomfortable in the classroom or lack access to engaging media support, their motivation to learn tends to diminish.

In response to these various challenges, PAI teachers at MTs Negeri 2 Sukoharjo have proactively developed collaborative, personalized, and contextual strategies. One significant initiative involves adopting an individualized approach with students. Teachers strive to understand students' backgrounds through intensive and personal communication. By recognizing the characteristics and issues faced by each student, teachers are better equipped to provide relevant motivation and guidance. This approach has proven effective as students are more inclined to be open and feel valued.

Another important strategy is to enhance students' motivation through positive reinforcement, such as offering praise for students' accomplishments in completing tasks. Simple

gestures, such as patting a student's shoulder when they respond correctly, can significantly boost enthusiasm. Teachers recognize that genuine appreciation serves as an emotional stimulus that encourages positive behavior in the classroom. Praise functions as an essential form of recognition that contributes to building students' self-esteem and confidence.

Subsequently, the educator establishes active collaboration with the parents of students. Open and regular communication, conducted through routine meetings and digital media, serves as a vital link between the home and the school. During these interactions, the educator can provide updates regarding the students' progress, while parents are encouraged to share insights concerning their children's circumstances at home. Parental support, which may manifest as attention, verbal motivation, or simple rewards for the children's achievements, plays a critical role in enhancing students' learning motivation outside the school environment.

Additionally, the institution takes on the responsibility of providing structural solutions by improving the previously limited learning facilities and infrastructure. The head of the institution strives to enhance these facilities and provide professional development training for educators, equipping them to address contemporary challenges with relevant strategies. The Islamic Education teachers collaborate with the management to identify facility needs and underscore the significance of a conducive learning environment for the students.

From the interviews conducted, it can be concluded that the challenges associated with enhancing student learning motivation represent a complex issue intertwined with both internal and external factors. Nonetheless, the educators' awareness of the necessity for continuous learning, the synergy with the institution and parents, as well as the cultivation of emotional connections with the students, transforms these challenges into opportunities for fostering positive change.

Overall, the experiences of the Islamic Education teachers at MTs Negeri 2 Sukoharjo demonstrate that a holistic, solution-oriented approach encompassing psychological, social, and structural dimensions is essential for improving student learning motivation. This could serve as an inspiring model for other educational institutions in addressing the challenges of 21st-century learning, particularly within the context of Islamic education, which emphasizes not only cognitive aspects but also the character development and spiritual growth of students.

4. Strategies Employed by Islamic Education Teachers in Fostering Learning Motivation in Fiqh Instruction at MTs Negeri 2 Sukoharjo

Learning motivation is a critical factor for success in the educational process (Szökö, 2021), particularly within the domain of Fiqh instruction at MTs Negeri 2 Sukoharjo. Within this context, Islamic Education (PAI) teachers assume a role that extends beyond merely delivering content; they also act as motivators capable of igniting students' enthusiasm for learning. According to research, the PAI educators at this madrasah have implemented various strategies aimed at enhancing students' learning motivation in a contextual and reflective manner.

One primary strategy employed by PAI teachers involves providing personalized guidance. Teachers actively offer direction and advice to students, suggesting effective learning methods such as summarizing material. Furthermore, they establish individual communication, particularly with those students facing learning difficulties. Such efforts foster a positive emotional and

psychological relationship between teachers and students, in accordance with humanistic motivation theory, which underscores the significance of addressing individual needs.

In addition to personalized guidance, PAI teachers strive to create a conducive and enjoyable classroom environment. They provide equal opportunities for all students to ask questions and express opinions without discrimination. This practice reflects a commitment to fairness and can enhance students' sense of value, which, in turn, boosts their self-confidence in engaging in the learning process. This approach aligns with constructivist principles that encourage active student participation.

Assessment and acknowledgment of achievements also constitute vital aspects in cultivating learning motivation. Teachers evaluate student performance based on actual participation, responsiveness to material, and the completion of assigned tasks. Students who attain commendable grades experience joy and become increasingly motivated to maintain or enhance their academic performance. Conversely, those who receive lower grades are encouraged to exert greater effort in order to achieve improved results. This illustrates how a transparent and equitable evaluation system serves as a catalyst for fostering a spirit of learning.

Moreover, the madrasah administration supports student motivation by recognizing high achievers. The head of the madrasah allocates rewards for students demonstrating academic excellence, thereby fostering a healthy competitive atmosphere among students and reinforcing the institution's role in motivating learners. Such symbolic rewards are consistent with behavioral theory, which emphasizes the importance of positive reinforcement in shaping learning behavior.

Social environment and peer influence also play a significant role in enhancing student motivation. Many students find inspiration in their active and successful peers, prompting them to strive harder to attain similar accomplishments. The learning motivation that emerges from these social interactions generates a collective energy within the classroom, in alignment with Bandura's social learning theory, which posits that motivation can be derived from observing and imitating the behaviors of others deemed successful.

Additionally, PAI teachers leverage storytelling as a method to engage students' affective dimensions. Narratives of the struggles of Islamic scholars and figures are shared to stimulate motivation and imbue meaning in the educational process. This strategy has proven effective in forging an emotional connection between the subject matter and the students' learning experiences, ultimately reinforcing their engagement in the classroom.

The role of parents is of paramount importance in learning motivation strategies, and therefore cannot be overlooked. Educators actively engage in communication with parents to ensure that students receive balanced support from both the school and home environments. When parents provide attention, encouragement, and small rewards for their children's achievements, this can significantly enhance students' motivation to learn. However, educators are also cognizant of the negative impact that comparisons made by parents between siblings can have on motivation. Consequently, Islamic Religious Education (PAI) teachers serve as mediators who educate parents about parenting practices that can foster their children's motivation.

Despite the implementation of various strategies, challenges persist in their execution, including a lack of internal motivation among students, the influence of a non-supportive family environment, and limitations in learning resources at the madrasah. To address these issues,

educators employ several solutions, such as individualized approaches, verbal and symbolic praise, collaboration with parents, and partnership with the madrasah to enhance learning facilities.

Overall, the strategies employed by PAI teachers at MTs Negeri 2 Sukoharjo in fostering learning motivation demonstrate a holistic and synergistic approach. The teachers utilize a range of techniques, including personal guidance, reward and punishment systems, storytelling, and involvement of parents and madrasah. This strategy underscores that learning motivation is not established instantaneously, but rather cultivated within a mutually supportive educational ecosystem. This research provides a tangible contribution to the practice of Islamic education, particularly in the teaching of Fiqih, by illustrating how a contextual approach can significantly enhance students' enthusiasm for learning.

5. Practical and Theoretical Implications of the Role of Islamic Education Teachers in Enhancing Student Learning Motivation

The research conducted at MTs Negeri 2 Sukoharjo offers profound insights into the role of Islamic Education (PAI) teachers in fostering students' learning motivation, particularly in the subject of Fiqh. Through interviews with teachers, the head of the madrasa, and students, it has become evident that the approaches employed by PAI teachers significantly impact both practical and theoretical aspects of contemporary Islamic education.

From a practical perspective, the role of PAI teachers in providing individual guidance, creating a conducive classroom atmosphere, and implementing fair assessments underscores that they function not merely as educators, but also as mentors, facilitators, and motivators. Ms. Erwita Kusumawati, M. Pd, in her interview, articulated her active engagement in offering study advice, sharing tips, and establishing personal connections with students facing academic challenges. This highlights the critical importance of pedagogical and educational psychology expertise among PAI teachers to better comprehend the individual dynamics of their students.

The findings suggest that PAI teachers should continually enhance their professional competencies through regular training or workshops. The primary focus of these training sessions should encompass motivation-based teaching methods, interpersonal communication skills, and the effective utilization of digital media. Drs. Amiruddin, the head of the madrasa, also emphasized the necessity of capacity building for teachers through professional development programs. Through ongoing training, educators will be better equipped to respond to the increasingly complex needs of their students.

Furthermore, PAI teachers at MTs Negeri 2 Sukoharjo implement a reward-and-punishment approach as a strategy to motivate students. The provision of fair grades and symbolic rewards has proven effective in stimulating students' enthusiasm for learning. Conversely, students who achieve lower grades are encouraged to put forth greater effort. This strategy exemplifies the application of character education principles, urging students to focus not only on academic achievements but also on cultivating a sense of responsibility and a strong work ethic.

Additionally, the attention of teachers to the influence of social and familial environments on student motivation is notably significant. They not only organize activities within the classroom but also maintain communication with parents to support the learning process of children at home. One student, Muhammad Arya, indicated that parental support significantly aids in

maintaining his study motivation, while negative comparisons with a sibling sometimes exert pressure. This underscores the necessity for teachers to act as mediators between the madrasa and families, thereby fostering a healthy and supportive learning environment.

From a theoretical perspective, the results of this study reinforce concepts within the Self-Determination Theory (Deci and Ryan), which emphasizes the significance of three fundamental psychological needs for enhancing learning motivation: relatedness, autonomy, and competence (Deci & Ryan, 2012). PAI teachers foster relatedness by providing profound attention and personal approaches, facilitate autonomy by offering opportunities for student input, and enhance student competence through engaging learning experiences and recognition of their achievements.

On the other hand, the approach adopted by Islamic Religious Education (PAI) teachers, which balances cognitive, affective, and psychomotor aspects, reflects the holistic principles of Islamic education. From the Islamic perspective, education transcends the mere transmission of knowledge; it is also intended to instill moral and spiritual values (*ta'dib*). When educators encourage students to emulate the stories of scholars or successful Islamic figures in the pursuit of knowledge, they inadvertently cultivate spiritual and social consciousness within the students, rather than simply delivering lessons on legal texts of *fiqh*.

The policy implications arising from these findings are significant. Islamic schools (*madrasah*) and the Ministry of Religious Affairs should consider this research as a foundation for developing more contextually relevant *fiqh* learning guidelines. These guidelines ought to encompass affective aspects, inspirational narratives, and participatory approaches. A *fiqh* curriculum should not solely consist of formal legal materials; it must also incorporate stories, case studies, and value reflections that resonate emotionally with students and encourage their active participation in the learning process.

For curriculum developers, these findings provide valuable insights into the importance of integrating cognitive content with motivational strategies. PAI teachers can serve as effective change agents in translating the curriculum into meaningful and relevant learning experiences. In this context, the teaching strategies employed by PAI teachers at MTs Negeri 2 Sukoharjo can be considered a model of best practices for other *madrasahs*.

Academically, this research enriches the scholarly literature regarding the relationship between teachers' roles and students' motivation in Islamic education. In addition to serving as an empirical reference, this work opens avenues for further studies with broader scopes, such as research in *madrasahs* in different regions, various educational levels, or quantitative approaches that can statistically measure the impact of motivational strategies on learning outcomes.

Thus, the results of this research not only reflect educational practices at the local level but also convey a universal message: that concerned, reflective, and skilled teachers possess substantial potential to foster students' enthusiasm for learning, even in challenging conditions. Within the framework of contemporary Islamic education, the role of PAI teachers is crucial in shaping a generation that is knowledgeable, virtuous, and highly motivated.

Conclusion

This research reveals that the role of teachers in Islamic Religious Education (PAI) plays a significant and multifaceted role in enhancing students' motivation, particularly in the subject of Fiqh at MTs Negeri 2 Sukoharjo. Practically, PAI teachers function as active guides, facilitators, and motivators, fostering an enjoyable learning atmosphere. They provide comprehensive attention and implement a fair system of rewards and sanctions. This approach has proven effective in igniting students' enthusiasm for learning, increasing classroom participation, and cultivating better character development.

On a theoretical level, these findings align with the principles of Self-Determination Theory (Deci and Ryan), which emphasize the importance of fulfilling students' basic psychological needs, namely, relatedness, autonomy, and competence. PAI teachers at MTs Negeri 2 Sukoharjo have visibly implemented these principles through personalized approaches, offering opportunities for participation, and recognizing students' efforts. The strategies employed also resonate with the holistic values of Islamic education, which is based on the principle of ta'dib, focusing not only on academic aspects but also on the development of moral character and spirituality.

The implications of these findings not only reinforce the understanding of the teacher's role in Fiqh education but also motivate madrasas and policymakers in Islamic education to formulate more contextual, participatory, and value-based learning guidelines. Consequently, PAI teachers are positioned not only as educators but also as agents of change in shaping a knowledgeable, morally upright, and highly motivated Muslim generation. Collaborative strategies among teachers, madrasas, and parents are key to creating a supportive learning environment that enhances motivation.

The theoretical implications of this study strengthen the relevance of motivational theory (Self-Determination Theory) and the value-based Islamic educational approach. Teachers contribute to addressing students' basic psychological needs such as autonomy, competence, and relatedness. This indicates that the success of learning motivation is influenced not only by academic strategies but also by humanistic and spiritual approaches.

Practically, this research offers a Fiqh learning model that focuses on strengthening motivation by integrating affective, cognitive, and social approaches. It is crucial for teachers to continuously innovate and reflect on the strategies employed, adapting them to the dynamic needs of students.

Madrasas are advised to establish a sustainable professional development system for teachers and to create facilities that support motivation-based learning. For curriculum developers, these findings serve as a crucial foundation for designing Fiqh education that is relevant to students' life contexts.

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